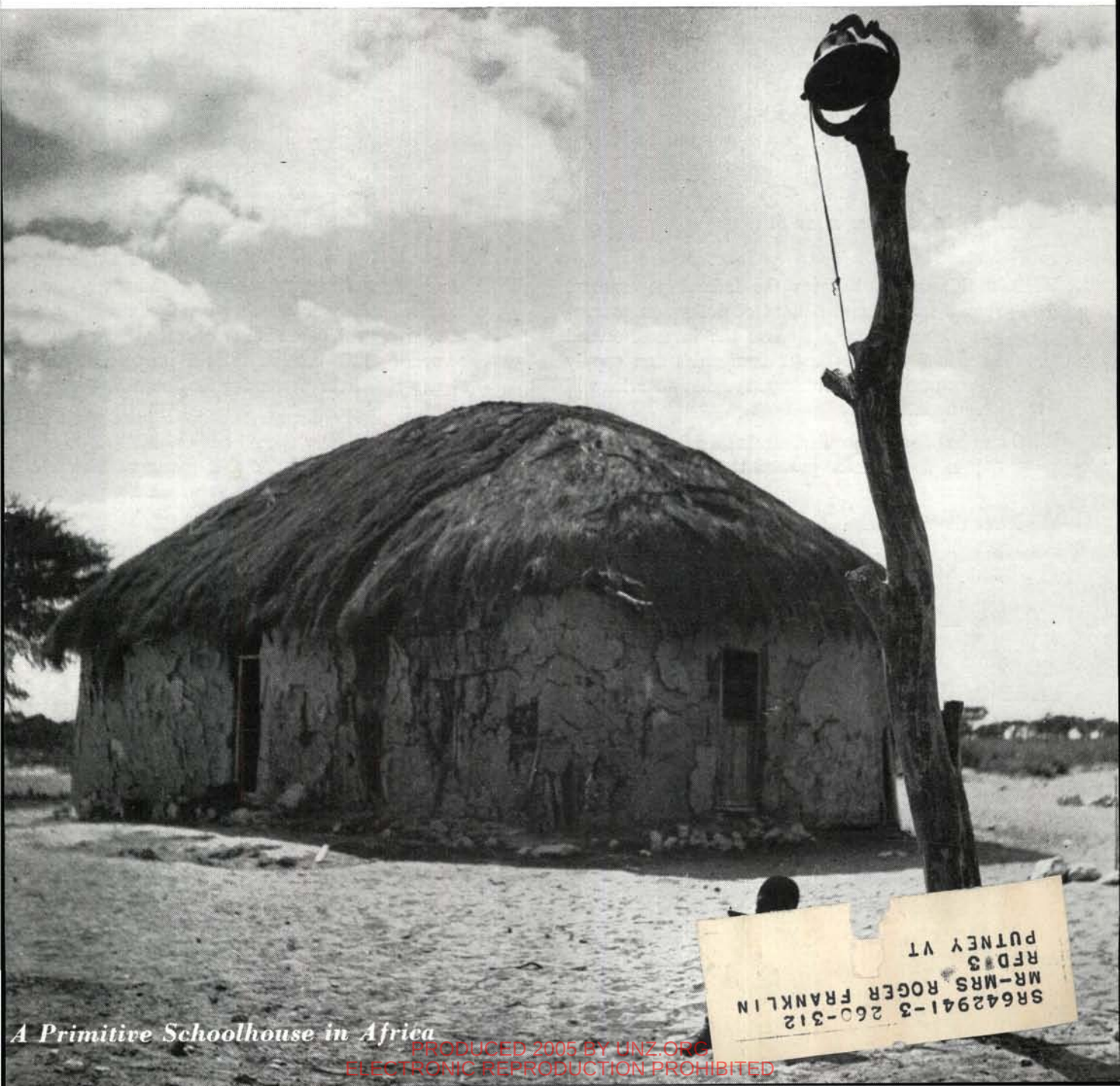
Saturday Review
AUGUST 19, 1961 / 25¢

AFRICAN EDUCATION

From Bush School to University

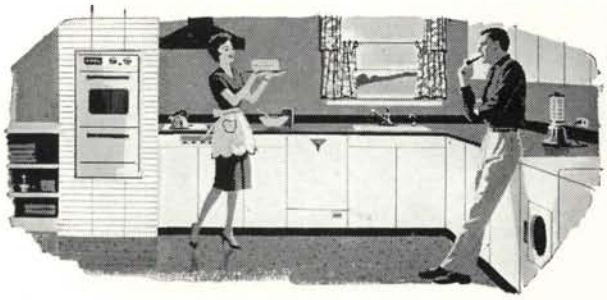
By David G. Scanlon



A Primitive Schoolhouse in Africa

SR642941-3 260-312
MR-MRS ROGER FRANKLIN
RFD #3
PUTNEY VT

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



WHO...?

WHO in this nation believes the federal government should spend more billions of dollars on government electric systems when the investor-owned electric light and power companies can supply all the additional electric power that America will ever need?

WHO can justify such needless strain on a federal budget that is already hard-pressed to meet the nation's defense needs?

WHO are the few people that want to see government get still further into competition with its own citizens by needlessly building federal transmission lines, instead of using existing and planned facilities of the investor-owned electric companies?

WHO among American taxpayers wants the government to *spend* money needlessly when it can *get* money instead—through the additional taxes the investor-owned electric companies will produce if they supply all of the power for the future?

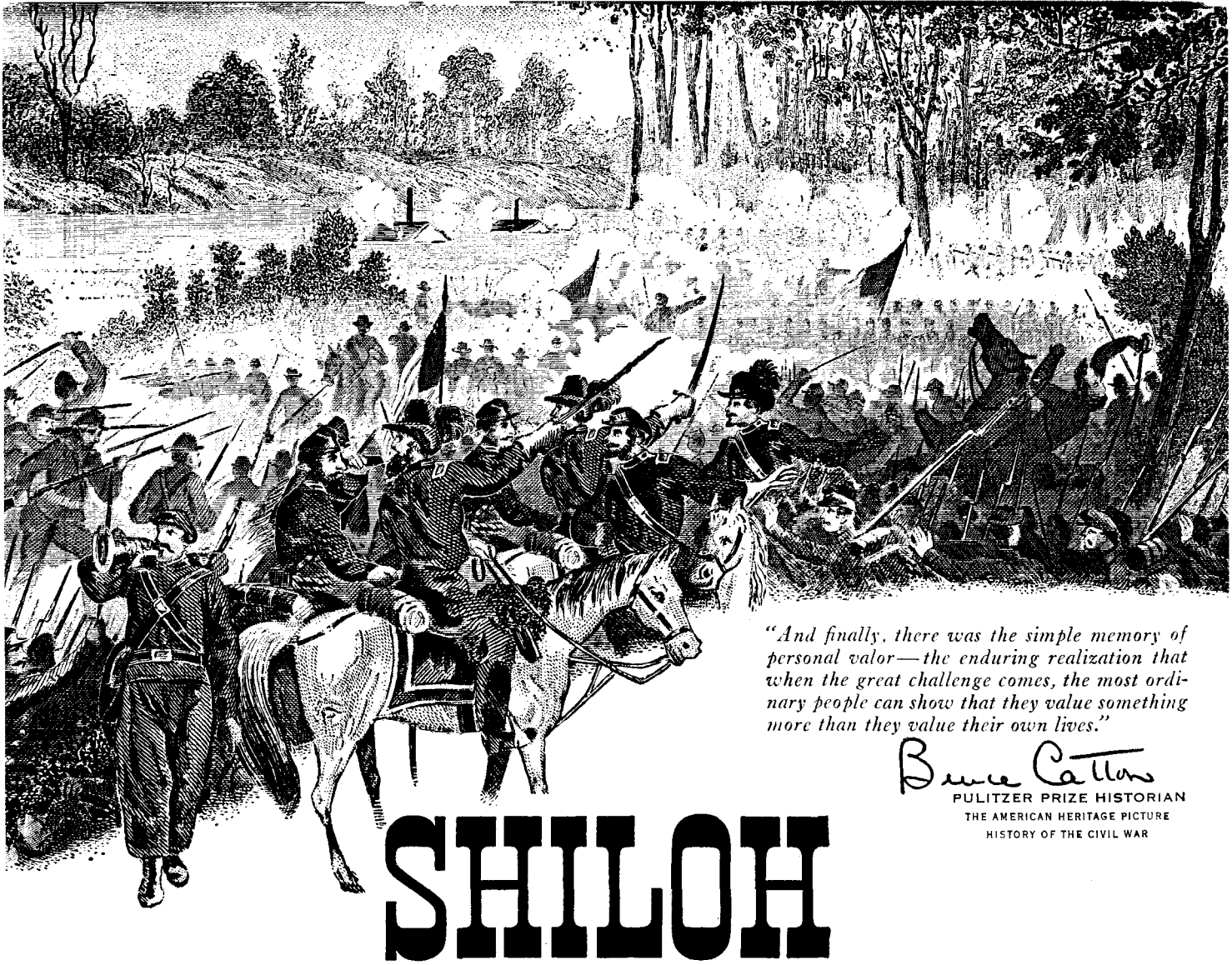
WHO can reasonably dispute the basic principle that American industry should be permitted to do the jobs it can do best—and that government should concentrate on those matters which are properly the concern of government?

The "WHO" is certainly not the American public! In a recent study, the vote was predominantly for investor ownership of the electric power business over federal government ownership.

Investor-Owned Electric Light and Power Companies
Company names on request through this magazine

Keep America Powerful

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



"And finally, there was the simple memory of personal valor—the enduring realization that when the great challenge comes, the most ordinary people can show that they value something more than they value their own lives."

Bruce Catton
PULITZER PRIZE HISTORIAN
THE AMERICAN HERITAGE PICTURE
HISTORY OF THE CIVIL WAR

SHILOH

the battle fought at a "place of peace"

When the Methodists of Pittsburg Landing in Tennessee built their church, they named it "Shiloh"—a place of peace. But on Sunday morning, April 6, 1862, Federals under U. S. Grant and Confederates under Albert Sidney Johnston turned that peaceful churchyard into a shell-torn battlefield.

Shiloh is again peaceful, *and a visit will make you proud that our National Park Service has made it a national shrine.* Mockingbirds sing over the silent guns near the beautiful river bank. The Peach Orchard is heavy with fruit. Bloody Pond, where both Blue and Gray came to share water and bind their wounds, reflects a placid sky. But as you drive through the battlefield, or follow the backwoods lanes Gen. Lew Wallace marched along to Grant's relief (and to later fame as author of "Ben Hur"), you see a thousand reminders of war, and the courage war demands.

With all its historic import, *Shiloh is only one battlefield in this scenic state* which saw such hard fighting. There are Forts Henry and Donelson, where Grant learned to fight in '61. There is Stone's River, where CSA Gen. Braxton Bragg won a battle in '63 and lost a campaign. And there are the heart-pounding cavalry raids of Nathan Bedford Forrest—considered by many today to have been one of the war's greatest cavalry commanders. In your car, you can follow the highway markers that blaze the historic roads his Gray horsemen galloped over, striking the Federals 11 times in 18 hard-riding days.

Few of the men, North or South, who fought in Tennessee were military men. Most were boys who joined up after hearing bugles or distant drums. But in the shock and confusion, the terror and the courage that is war, they became veterans who were proud to fight for their beliefs. In this world of angry challenge, *our generation can take inspiration from their memory*—and learn anew the devotion to duty which values our nation's heritage above even life itself.

FREE CIVIL WAR MAP. Ask your Sinclair Dealer about Sinclair's Civil War Centennial Map. Shows battle lines of 20 great engagements, colorful illustrations of Civil War battles, uniforms and guns. You'll treasure it as a collector's item!

FREE TOUR INFORMATION. Let Sinclair help plan your trip to Shiloh, or other Civil War battlefields during the Centennial. Write: Tour Bureau, Sinclair Oil Building, 600 Fifth Avenue, New York 20, N.Y.

Sinclair A Great Name in Oil

PUBLISHED IN COOPERATION WITH THE CIVIL WAR CENTENNIAL COMMISSION, ESTABLISHED BY ACT OF CONGRESS TO INCREASE AWARENESS OF OUR HISTORICAL HERITAGE—THE MEN AND EVENTS WHICH SHAPED OUR NATION'S GROWTH.

PROTECTED 2006 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Marboro's Warehouse Clearance

SALE

Distinguished Books and Art Prints

Save up to

80%

FREE

with every order totalling $5.00 or more

MUSEUM MASTERPIECES 1962 ENGAGEMENT CALENDAR

With FULL COLOR REPRODUCTIONS of great modern paintings by Modigliani . . . Cezanne . . . Corot . . . Renoir . . . Braque . . . Picasso . . . Vlaminck . . . Bonnard . . . Degas . . . Dufy . . . Utrillo . . . Rouault . . . Van Gogh . . . Chagall . . . Buffet . . . Gris . . . Matisse . . . Monet . . . Marsh . . . Feininger . . . from the leading museums of Europe and America. At once an Appointment Book, a Calendar, a Memo Book, an Address Book, and your **personal gallery of full-color art masterpieces.**

MAIL THIS COUPON TODAY

marboro Dept. S-673 131 Varick St., New York 13, N. Y.

Please send me, the bargains circled below. If my order totals $5.00 or more, you will enclose my free copy of 1962 MUSEUMS MASTERPIECES ENGAGEMENT CALENDAR.

Please add 25¢ postage and handling on all orders under $5.00

☐ Enclosed find $_____

☐ Send C.O.D.* } Limited to orders of $5.00 or more.

☐ Charge my Diners' Club account #_____

☐ Charge my American Express account #_____

1826 3519 3916 4011 4486 4553 4667 4704 4966 5160 5203 5242 5288 5488 5594 5608 5685 5687 5698 5746 5765 5766 5767 5773 5774 5849 5856 5865 5874 5887 5899 5901 5941 5942 5952 5960 5961 5962 6028 6029 6030 6293 6549 9821 P-778 P-795 P-808 P-814 P-816 S-144 S-146

NAME_____

ADDRESS_____

CITY_____ ZONE_____ STATE_____

☐ **Check here if you receive our monthly bargain circular**

New York City residents add 3% sales tax. *A few cents extra for C.O.D. Add 25c per title for deliveries outside U.S.A. and possessions. 10-DAY SATISFACTION OR MONEY-BACK GUARANTEE.

5952. DECADENCE: A Philosophical Inquiry. By C. E. M. Joad. One of the best works of a most trenchant thinker, a book hailed as easy to understand and "an astringent to the mind" by John Betjeman. *Special* **1.49**

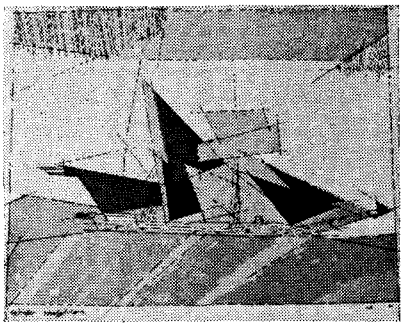
1826. LIBRARY OF MODERN LANGUAGES. Nine 12", 33-1/3 rpm, hi-fi records, including complete 48-lesson courses in French, Spanish, German, Italian and a basic 24-lesson course in Russian. *Pub. at $45.75.* *Only* **14.95**

9821. TRUMAN MEMOIRS. By Harry S. Truman. The history making memoirs of a man who forged some of our era's most momentous decisions, the most important presidential biography ever written. Two volume set; almost 1,200 pages. *Pub. at $10.00.* *Only* **2.95**

5774. ASIA. By Sam Waagenaar. Golden Buddhas and sacred cows, ancient ruins and sculptured temples. Balinese maidens and Chinese refugees—the face of Asia and its peoples is revealed in compelling and unforgettable detail in this photo book. English, French, German and Italian text. *Special* **2.98**

5962. A RHETORIC OF MOTIVES. By Kenneth Burke. The techniques of moving men to action by words. "No one can read this book without learning a great deal that he did not know about himself, his class, and his species." Mark Van Doren. *Pub. at $3.59.* *Only* **1.98**

3519. THE YEARS WITH ROSS. By James Thurber. The best-selling affectionate biography of the turbulent genius who founded and edited *The New Yorker* and gave a new dimension to American literature. Hardbound. *Special* **1.00**



P-778. FEININGER: TOPSAIL SCHOONER. The linear sensitivity and precise construction of this unusual watercolor are matched by the fluidity of its tonalities of gray, blue, umber, yellow and black. Silk screen. 26½" high x 30" wide. *Special* **2.98**

4704. DICTIONARY OF PLATITUDES. By Gustave Flaubert. A devastating expose of human foibles, prejudice and ignorance. Handsome design. *Pub. at $3.95.* *Only* **1.00**

6549. AN UNHURRIED VIEW OF EROTICA. By Ralph Ginzburg. Intro. by Theodor Reik; preface by George Jean Nathan. A forthright lucid discussion of the 2,000 classics of erotica in the rare book rooms and restricted shelves of the world's great libraries—synopses and extracts of famous works, descriptions of erotica collections, etc. Fine binding; boxed. *Pub. at $6.50.* *Only* **2.98**

S-146. MODIGLIANI: HEAD. A beautiful example by this unique modern master of his graceful elongated style. Stone finish, 22" high. *No C.O.D. orders. No shipments outside of U.S.A.* **34.95**

plus shipping Shipped Railway Express Collect

5865. KAFKA AND PRAGUE. By Emanuel Frynta. 81 photos by Jan Lukas. A magnificent text-and-picture study of the great writer and his work, with captions to the superb photographs from his novels and diaries. Here is the deserted Cathedral of *The Trial*, the menacing fortress of *The Castle*, the streets and squares of the city in which the poet was an "alien inhabitant." *Special* **5.88**

5773. LANDS OF THE RED SEA. Photos & text by Sam Waagenaar. Egypt, Arabia, the Sudan, Ethiopia and other countries spring vividly to life in the pages of this strikingly handsome volume, prepared by one of the great international photographers. English, French and German text. *Special* **2.98**

5685. DELIGHTFUL FOOD. By Marjorie Salter & Adrianne Whitney. Foreword by Noel Coward; decorated in color by Oliver Messel. An extraordinary book filled with 150 extraordinary recipes, from Watercress Soup and Poulet Diable Blanc to Petit Ratapan au Ronds. *Pub. at $5.00.* *Only* **1.98**

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

5746. TREAT IT GENTLE: Sidney Bechet's Autobiography. One of the great figures of the jazz world recaptures the memories that inspired his moving interpretations of blues and ragtime in a book transcribed from tapes made just before his death in 1959. With photos and a complete Bechet Discography. *Pub. at $4.50.* *Only* **1.98**

5687. Robert Benchley: THE BEDSIDE MANNER. A collection of hilarious pieces detailing how Befuddled Bob Benchley faces his problems with heroic bewilderment. Drawings by Gluyas Williams. *Special* **1.00**

5488. EXTRAORDINARY POPULAR DELUSIONS and the Madness of Crowds. By Charles Mackay. Intro. by Bernard Baruch. A classic work describing in vivid detail great delusions that disastrously affected whole peoples and nations: the Witch Mania, the Tulip Madness, "magnetic healing," financial hoaxes, belief in alchemy, divination and the end of the world, etc. A remarkable book that Baruch said had saved him millions of dollars. Illus. Over 700 pp. *Pub. at $7.00.* *Only* **3.95**

4011. DICTIONARY OF OBSOLETE ENGLISH. By Richard C. Trench. A definitive glossary of English terms that have either changed in meaning or been discarded—words common to Chaucer, Shakespeare, Dr. Johnson, even Dickens and Browning, that are obsolete today. A fascinating handbook for every one intrigued by the colorful, the strange and the bizarre in our language. *Pub. at $3.75.* *Only* **1.49**

5887. EROGENEITY AND LIBIDO. By Robert Fliess, M.D. A distinguished psychoanalytic study by a noted teacher and author presenting some addenda to Freud's controversial theory of the psychosexual development of the human, with original theoretical conclusions based on the author's clinical observations. *Pub. at $7.50.* *Only* **2.98**

6029. Cecil Beaton: JAPANESE. Over 100 superb photos of the countryside, the crowded cities, Noh and Kabuki drama, dancers, geishas and all else that captures the essence of Japan, plus drawings and a sparkling text make this strikingly handsome volume an excellent introduction and companion to Japan. 8½" x 11". *Pub. at $12.50.* *Only* **5.95**

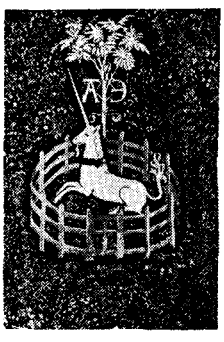
P-816. RENOIR: CLOWN IN WHITE.

A portrait of his son in clown costume; a red-haired figure in pink and white on a tan foreground against a background of greens and blues. Silk screen. 16" wide x 22" high picture area. *Special* **2.98**

5849. PICASSO IN ANTIBES. By Dor de la Souchere. 98 exquisite reproductions of the masterpieces that Picasso created in the Chateau Grimaldi between July and December 1946. The 10,000 word text covers Picasso's entire output in relation to the great achievements in Antibes. A magnificent, 10" x 12¼", linen-bound volume, with acetate wrapper, in slipcase. Imported. *Pub. at $20.00.* *Only* **10.95**

5899. COURSE IN GENERAL LINGUISTICS. By Ferdinand de Sassure. The ideas of a pioneer in historical and descriptive linguistics on such topics as phonemics, the linguistic sign, opposition, value, synchronics, diachronics and other aspects of the functional and structural side of human speech. *Pub. at $6.00.* *Only* **2.98**

5961. A GRAMMAR OF MOTIVES. By Kenneth Burke. One of the seminal minds of our time examines the fundamental problem of meaning in over 500 fascinating pages. A re-examination of the new discipline of semantics. *Pub. at $5.00.* *Only* **1.98**



P-814. UNICORN IN CAPTIVITY

A serigraph after the most famous of the Unicorn Tapestries; a late 15th century masterpiece, in the collection of the Metropolitan Museum of Art, at the Cloisters. The white unicorn in a pale brown enclosure stands out vividly against the predominantly green background. 23" wide x 35" high. *Special* **5.95**

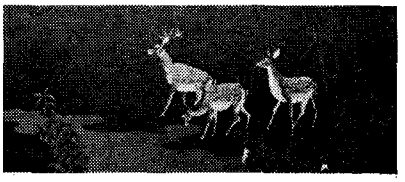
5594. EARLY SOVIET WRITERS. By Vyacheslav Zavalishin. A portrait gallery of early Soviet writers facing the dilemma of post-revolutionary artists, the constantly developing system of literary controls; covers the pre-revolutionary period to the end of the Twenties. Extensive notes. *Pub. at $7.50.* *Only* **1.98**

5288. THE PSYCHOANALYST AND THE ARTIST. By Daniel E. Schneider, M.D. A brilliant analysis of the psychology of the creative artist; discusses the Oedipus plays, *Macbeth* and Arthur Miller, and Van Gogh, Picasso and Chagall, among others. Illus. *Pub. at $4.00.* *Only* **1.98**

4667. ROGET'S THESAURUS of Words and Phrases. Authorized, revised edition of the indispensable book for everyone who wants to find the right word at the right time. 700-page hardbound edition. *Special* **1.98**

5608. THE CLOWNS OF COMMERCE. By Walter Goodman. An irreverent investigation into the motives and morals of the professional persuaders: advertising executives, public relations counselors, motivational researchers and "operators" and "manipulators" of all kinds. *Pub. at $4.95.* *Only* **1.49**

5856. A HISTORY OF THE AMERICAN PEOPLE In Two Volumes. By Harry J. Carman and Harold C. Syrett, Columbia University. The whole sweep of American history from our European beginnings through the "Cold War," with special emphasis on economic and social history. Scores of illustrations, maps, tables, appendices containing the texts of important documents. Annotated bibliography. Over 1,500 pp. *Pub. at $13.50.* *2 vols, only* **3.98**



P-808. DEER BY RIVER.

A glittering silk screen reproduction of a 19th-century Japanese golden screen painting of the Toca School; soft browns and white against a gleaming background of metallic gold. 20" high x 35" wide. *Special* **4.95**

6028. VICTORIA R. By Helmut & Alison Gernsheim. A handsome text-and-picture biography of Queen Victoria, wth 400 illustrations based on her personal photograph albums; a comprehensive work dealing with the woman rather than the sovereign, with personal relationships rather than politics. 8½" x 11". *Pub at $12.50.* *Only* **4.95**

5874. THE SOURCES OF WESTERN MORALITY. By G. Harkness. The growth of basic moral ideals from early Mesopotamian through the Hebrew, Greek and Roman cultures, their relevance to the present and what caused their dissolution in certain historical periods. *Pub. at $3.75.* *Only* **1.49**

5767. WALDEN. By Henry David Thoreau. Preface by Joseph Wood Krutch. Illus. with 24 ancient Chinese woodcuts. The great American classic of nature writing, in a handsome edition chosen by the AIGA as one of the 50 best books of the year. Printed on colored paper; gold-stamped heavy cloth binding; double boxed. 362 pp. 7" x 10¼". *Pub. at $13.75.* *Only* **5.95**

5901. PSYCHOANALYSIS OF THE PROSTITUTE. By Maryse Choisy. A careful analysis of the biographies and case histories of call girls, street walkers and their clientele, and an examination of the deep causes of prostitution. *Pub. at $4.75.* *Only* **2.98**

5698. SEX AND MORALITY. By Abram Kardiner. A study of the relation of sex and morality to the problems of modern marriage, the changing family, inhibitions in the sexual life of the individual, feminism, and the flight from masculinity. *Pub. at $3.50.* *Only* **1.98**

5960. THE BOOK OF SPORTS CARS. By Charles Lam Markmann & Mark Sherwin. A comprehensive authoritative, illustrated history of 60 years of dual-purpose sports motoring, presenting outstanding cars, drivers, designers and courses. A reference book and a terse, dramatic history, with over 700 photographs. 8½" x 11". *Pub. at $15.00.* *Only* **5.95**

5765. APHRODITE. By Pierre Louys. Newly transl. by Frances Keene; illus. with 19 versions of Aphrodite by ancient and modern masters. The famous French novel of pagan love in a handsome edition on colored paper, with gold-stamped heavy cloth binding. Double boxed. 278 pp. 6½"x10¼". *Pub. at $13.50.* *Only* **5.95**

6030. THE JAZZ AGE. By Marvin Barrett & William Cahn. Here, in over 250 pictures and a brilliantly evocative text, is the image of the Jazz Age, from Wilson at Versailles to Wall Street laying an egg—the Charleston, bootlegging, Lindbergh, Texas Guinan, Normalcy, and the wild, wild times. *Pub. at $5. 95.* *Only* **2.98**

4553. THE MESSIANIC IDEA IN ISRAEL. By Joseph Klausner. A comprehensive study of the concept of the Messiah in Judaism, from Moses to 300 A.D., and its implication since. Exhaustive analyses of the Old Testament, Apocrypha and ideas of Jewish scholars and rabbis of the early Christian era, showing the conflicts and agreements of the comparative development of Judaism and Christianity. *Pub. at $7.50.* *Only* **2.49**

S-144. MAILLOL: TORSO.

A typical simple yet powerful figure by the great modern neo-classicist. Antique bronze finish. 14" high. *No C.O.D. orders. No shipments outside of U.S.A.* **17.49**

plus $2.05 shipping Parcel Post Insured

6293. Sartre: BEING AND NOTHINGNESS. Transl. & intro. by Hazel E. Barnes. Jean-Paul Sartre's magnum opus, a *sine qua non* for understanding Existentialism and its importance as one of the leading philosophical movements of our time. Over 700 pp. *Pub. at $10.00.* *Only* **2.98**

5766. THE SCARLET LETTER. By Nathaniel Hawthorne. Foreword by Louise Bogan; illus. with drawings by Jacob Landau. The great American classic of adultery and revenge, in a handsome edition on colored paper, with gold-stamped heavy cloth binding. Double boxed. 272 pp. 7" x 9⅞". *Pub. at $12.50.* *Only* **5.95**

5941. DEVELOPMENT OF THE SEXUAL IMPULSES. By R. E. Money-Kyrle. A study covering many sciences, concerned with the nature of psychology and its profound effects on human life, and with the consequences of completely obeying the command "Know Thyself". *Pub. at $3.50.* *Only* **1.98**

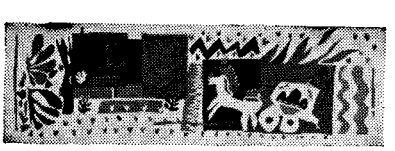
5160. FIAP 1960. The International Federation of Photographic Art presents a stunning collection of the year's best work by its members, outstanding camera artists. Printed in gravure by expert European craftsmen. Four plates in color. 9" x 11½". *Pub. at $10.00.* *Only* **2.98**

5203. CLASSICS OF PROTESTANTISM. Ed. by Vergiluis Ferm. A large and meaty volume offering a virtual history of Protestant thought; 17 sizeable excerpts in nearly 600 pages, the influential writings of Luther, Calvin, Wesley, Kierkegaard and others. *Pub. at $10.00.* *Only* **1.98**

4966. THE RUBAIYAT OF OMAR KHAYYAM. A magnificent new edition of one of the great treasures of world literature, *exquisitely illustrated* in full color by the noted Persian artist Sarkis Katchadourian. Printed on genuine rag paper, beautifully bound. 7" x 10". *Special* **1.98**

5242. RELIGION AND THE PSYCHOLOGY OF JUNG. By Raymond Hostie, S. J. A sympathetic but dispassionate evaluation of Jungian psychology by a theologian, a penetrating analysis for all readers, regardless of religion; fully detailed bibliography of Jung's works. *Pub. at $3.50.* *Only* **1.98**

4486. TRIUMPH IN THE WEST. By Sir Arthur Bryant. Based on the World War II personal diaries of Field Marshal Lord Alanbrooke, this highly controversial book picks up where *The Turn of the Tide* left off in the events of 1943. Maps & Index. *Pub. at $6.95.* *Only* **1.98**



P-795. MATISSE: *CHARIOT.*

A charmingly gay panel of decorative shapes in light purple, blue, green, orange and black dramatically set against a white background. Silk-screen. 16½" high x 38" wide. *Special* **2.98**

3916. THE PRAEGER ENCYCLOPEDIA OF OLD MASTERS—230 Illustrations in color. From A to Z, from the middle of the 13th century to 1800, here is complete coverage of the old masters; 750 entries on painters, techniques, galleries and collections, critics and prices. An invaluable, lucid, handsome reference work. *Pub. at $6.75.* *Only* **3.95**

5942. PHILOSOPHY OF THE UNCONSCIOUS. By Eduard von Hartmann. Preface by C. K. Ogden. An 1100-page, one volume edition of a philosophic classic that has increased in psychological importance over the years, being a source for many students of the Unconscious. Unabridged; with complete new index and Historical Introduction. *Pub. at $5.50.* *Only* **3.49**

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

(Advertisement)

Like millions of other people, I've always had a morbid interest in the Prohibition years. While everyone knows the period as a time of graft, bloodshed and bad liquor, it was also characterized by great wit—much of it unintentional.

The whole thing opened with an involuntary joke: celebrating the passage of the Eighteenth Amendment, the Anti-Saloon League chortled that America was about to enter "an era of clear thinking and clean living." When it was all over, Al Capone, that noted clear thinker, remarked sadly, "Prohibition has done nothing but make trouble for all of us."

This train of thought began when I finished reading "The Bootleggers and Their Era" a few days ago. Perhaps because he's an Englishman, author Kenneth Allsop has managed to write of this disgraceful, violent time with dry humor and a penetrating detachment. Whatever the reason, it's a much-needed contrast to the usual adulatory approach.

"The Bootleggers and Their Era" is history that reads like fiction; yet this murderous never-never land really existed, and not so long ago. The stain left by Prohibition is still with us: if you were shocked by the Kefauver or McClellan hearings, you will be shocked by this book. If you're one of the hundreds of thousands who loved Frederick Lewis Allen's "Only Yesterday," you'll treasure the work of Kenneth Allsop. I can think of no better purpose, or more deserved praise.

L. L. Day

EDITOR-AT-LARGE

"The Bootleggers and Their Era" ($4.95), by Kenneth Allsop, is published by Doubleday & Co., Inc., 575 Madison Avenue, New York 22, N. Y. Copies may be purchased from your local bookseller or from any of the 30 Doubleday Book Shops, one of which is located at 18 Adams Avenue West, Detroit 26, Michigan.

Saturday Review

AUGUST 19, 1961

Cover photograph by Constance Stuart, Black Star

SR/IDEAS

9 Diary of a Man Struggling with Reality, by John F. Wharton

24 Solutions Without Explosions: A Guest Editorial by Arthur Larson

SR/EDUCATION

34 African Education, by David G. Scanlon

36 Soviet Schools: Myths and Fallacies, by Zeno B. Katterle

SR/DEPARTMENTS

7 Trade Winds, by Jerome M. Beatty

16 Literary Crypt

21 Literary I.Q.

25 Letters to the Editor

26 Booked for Travel: Horace Sutton reports on California's Catalina Island.

29 Broadway Postscript: Henry Hewes at two Shakespeare festivals

59 Kingsley Double-Crostic No. 1430

SR/BOOKS

12 Literary Horizons: Granville Hicks reviews "An American Visitor," by Joyce Cary

13 Storm Over Laos, by Sisouk Na Champassak

14 Married to Tolstoy, by Cynthia Asquith

16 The Road Past Mandalay, by John Masters

17 The Dark and the Light, by Elio Vittorini

18 Town Without Pity, by Manfred Gregor

18 The Silver Pilgrimage, by M. Anantanarayanan

19 The Redhead, by Alfred Andersch; The Other Side of the Summer, by Jean-René Huguenin; Memed, My Hawk, by Yashar Kemal

20 Pick of the Paperbacks

22 Books for Young People

The SATURDAY REVIEW published weekly by Saturday Review, Inc., 25 W. 45th Street, New York 36, N. Y. Harrison Smith, President; J. R. Cominsky, Publisher, Executive Vice President and Treasurer; Norman Cousins, Vice President; Nathan Cohn, Assistant Treasurer and Business Manager; Robert A. Burghardt, Advertising Director; Ray Goodman, Circulation Director; Bert Garmise, Circulation Consultant; Marion Urny, Assistant to the Publisher. Subscription $7 a year. Member Audit Bureau of Circulations. Vol. XLIV, No. 33, August 19, 1961. Second-class postage paid at New York, New York, and at additional mailing offices. Indexed in the "Reader's Guide to Periodical Literature"

© 1961 by Saturday Review, Inc. All rights reserved under Berne and Pan-American Copyright Convention. Reproduction in whole or in part of any article without permission is prohibited.

Printed in the United States of America.

Insured Savings

Accounts INSURED SECURITY

5% CURRENT ANNUAL DIVIDEND

COMPOUNDED SEMI-ANNUALLY

SAVE BY MAIL!

We Pay Postage Both Ways

- Each account insured to $20,000 by the Security Financial Insurance Company.
- Savings postmarked by the 20th earn from the 1st of the month.
- Dividends credited or paid twice a year, on April 1 and October 1.

FREESTATE Savings AND LOAN ASSN., INC.

Freestate Savings and Loan Assn., Inc.
SPECIAL MAIL DIVISION C
2310 IVERSON STREET, S.E.
WASHINGTON 27, D. C.

☐ Funds Enclosed $.....
☐ Please send additional information

NAME .....
ADDRESS .....
CITY..... ZONE... STATE.....

The Queen Mary
The story of a great ship
by NEIL POTTER and JACK FROST
Illustrated • $4.95
THE JOHN DAY COMPANY

CHANGES OF ADDRESS

Please send the address at which copies are now being received, as well as the new address, when notifying us of an address change. Allow four weeks for the changeover. Include postal zone number, if any.

SATURDAY REVIEW
Circulation Department
25 West 45th St., New York 36, N. Y.

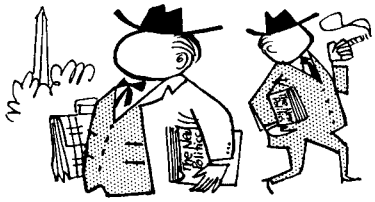
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

TRADE Winds

REMARKS OVERHEARD during a severe heat wave: "If it rains Saturday they'll have the picnic the day before."

"If a lady preacher got married, could you say that one man's mate is another man's parson?"

"Good thing this rowboat is watertight or else the water in the bottom would leak out into the ocean."



NOTHING GETS A PUBLISHER more excited than the thought of White House endorsement for a book. We all remember what happened when Kennedy and Nixon were photographed with a copy of "Advise and Consent."

Coward-McCann thought they had something a few months ago when the President stepped off a plane in Palm Beach carrying "The New Politics," by Stillman and Pfaff. It's a blast at some of our past blunders in foreign policy and offers a new way of thinking about our approach to the rest of the world now and in the future.

When the President was photographed with the book and with Senator Fulbright, Coward-McCann went hogwild. They knew that Kennedy had been reading the book, because it had gone through Washington like wildfire. Several endorsements from top guys in the State Department, in Congress, and in the White House had been obtained.

Now, with pictorial proof, a huge ad campaign was mapped out. Quotes from the bigwigs were liberally sprinkled through the copy and reference was made to the controversial and fresh new thinking by the authors which, perhaps, might influence the thinking of our President and thus our foreign policy. A big space was left for the photograph.

The space was never filled. The White House wouldn't give permission to use the photo. What's more, the VIPs began excusing themselves from being quoted. "One cannot go about endorsing publications, you know," said an Assistant Secretary of State.

Coward-McCann kept the ad layouts for the memory book, and had to be satisfied with such indirect connections with the White House as this: "The New Politics" was selected by the Harvard Business School Book Club.

SO MUCH FOR hard-cover endorsements. The paperback plugging is left to the second echelon. The White House press secretary, for instance. On Pierre Salinger's birthday his Boss gave him a copy of the paperback edition of "The Family Medical Encyclopedia" with a humorous reference to the President's back troubles.

An Associated Press photograph of Salinger holding the book flashed across the nation. Pocket Books was understandably pleased and made ready for increased sales. Even John Wiley & Sons swung into action, reminding us that the man behind Salinger's encyclopedia is Justus J. Schifferes, author of any number of books in the field of health education and science published by Wiley. The latest is "Essentials of Healthier Living."

WHEREAS Stillman and Pfaff's notions about foreign policy will give Goldwater, Bridges & Co. fits, Dr. Schifferes gives the jitters to other segments of our society. He likes to blast myths, like these:

A clean tooth never decays. ("Nonsense," he says.)

Never read in bed. ("Nonsense!")

An apple a day keeps the doctor away. ("Nonsense.")

A girl who will pet is a poor marriage bet. ("Nonsense; who doesn't?"

Health insurance keeps you healthy. ("Nonsense. It pays you to be sick.")

Be regular. ("Nonsense.")

THAT'S LITTLE NONSENSE. Schifferes also attacks what he calls big nonsense, such as the official quackery that cigarettes *cause* lung cancer and overweight *causes* heart disease.

"The statistical associations," he tells me, "must not be taken for proof of causation. Confirmation is still absent after ten years of puffing up the statistics. On overweight, Hippocrates had

Biwako

■ Biwako Nakamura has two great interests, mountains and music. This is very Japanese. For in Japan many sages feel you can achieve serenity and enlightenment through a close study of nature and art. As a hostess aboard a DC-8C Jet Courier of Japan Air Lines, Biwako certainly shows serenity and that native desire to serve which every Japanese girl possesses. It's one of the reasons your flight to the Orient is so delightful, as you fly amid the calm beauty of Japan at almost the speed of sound.

JAL

JAPAN AIR LINES

See your travel agent for jet reservations from San Francisco or Los Angeles, via Hawaii, to Japan and the Orient

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

DOROTHY PARKER

in Esquire . . . on The Memoirs of Casanova

It seems to me four or five times every day is too much. There is a picture on each cover, showing great dark circles under his eyes and gaunt cheeks. And why not, for God's sake?

MARCEL AYMÉ

beginning a story in Esquire

Beneath a moonless sky two murderers met at a crossroad. So furtively were they moving through the night that they came face to face, each without having heard the other's footsteps, and each gave a start of alarm that the other mistook for a threat . . .

GAY TALESE

in Esquire . . . on Eighth Avenue

It is hard to believe that this has-been street was rather elegant a century ago, and that horse-drawn carriages lined up outside the Havemeyer mansion on Eighth Avenue and Fifty-eighth Street, and that the great homes that stood on Eighth Avenue had spacious lawns, gardens and orchards that expanded westward to the Hudson River.

SYBILLE BEDFORD

in Esquire . . . on Lady Chatterley's trial

The world now knows that verdict, but for us, who waited on that day, it was a long three hours before we heard—still incredulous in relief—those words: Not Guilty. A ripple of applause broke out, stentoriously suppressed; there was no other comment. It is customary for the Judge to express thanks to the Jury; Mr. Justice Byrne did not do so, and the words were spoken by the Clerk.

RESEARCH INSTITUTE OF AMERICA

in Esquire . . . on the average deductions people earning $10,000-$15,000 can take without waving a red flag in front of the tax examiners

$413 for contributions, $588 for interest, $605 for taxes, $485 for medical.

JAMES MATHESON

in Esquire . . . on motherhood

We all love children, so it's sad but true
You bear them, then they can't bear you.

JOHN CROSBY

in The New York Herald Tribune . . . on Esquire

The nice thing about Esquire is its insistence on a certain kind of world and its assumption that we're all a part of that world. It has tone, this magazine . . . It's writing heady, challenging, irritating, alive journalism.

Not since the halycon days of **Vanity Fair** has any magazine become such a repository for what is controversial, compelling and colorful. Even rival publications doff their hats to today's new Esquire: **The Nation** calls it "the best-edited mass magazine being published in the United States." If you haven't taken a look at Esquire recently, the coupon below offers you an economical way to sample its new features and fiction, delight in its striking new artists and photographers, take pleasure in its many typographic and layout innovations. Mail the coupon today, and your subscription will include without extra cost Esquire's famed $1-a-copy year-end annual—a Jubilee Edition put together with such Medici splendor that previous issues have become collector's items. Charge your subscription if you like.

SAVE $3.20 ON THE NEWSSTAND PRICE . . . SAVE $2 ON THE REGULAR SUBSCRIPTION PRICE

8 MONTHS OF ESQUIRE $2

Including year-end Jubilee Annual

Hi-fi, sports, travel, cars, gourmet, personalities, politics, fiction, features, fun—I want to keep up with them all!

Send me the next 8 issues of **Esquire** (regularly $4) for just $2 and include the **Jubilee issue** (worth half the price of my subscription by itself!) ☐ I enclose $2 ☐ Bill me later.

NAME_____
Please print

ADDRESS_____

CITY_____ ZONE_____ STATE_____

Clip and mail today to Dept. 0963, Esquire, Boulder, Colorado

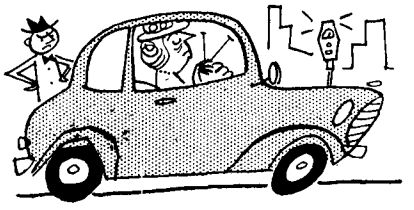
already observed in the fourth century B. C.: 'People who are naturally very fat are apt to die earlier than those who are slender.'

"The breakfast food manufacturers have manufactured a famous quotation: 'Breakfast like a king, lunch like a prince, dine like a pauper.' You won't find it in Bartlett, and it's nonsense. To counter it, I offer Shakespeare's sounder advice:

"Breakfast with what appetite you have.'—King Henry VIII, Act III, Scene 2."

Now where were we? Oh, yes. Well, the moral must be that if the White House keeps reading books they'll learn something and publishers will be happy.

SHARPS AND FLATS: Taplinger Publishing Company received an order for Ben Lucien Burman's "The Owl Hoots Twice at Catfish Bend" from a lady who said firmly: "If the book is not as good as the review and your advertisement say it is, I shall send it back."



►Bob Sylvester tells about a woman sitting in a car parked in front of a meter. A man came up and asked her if she was pulling out of the space. "Not for fifteen minutes," she replied, looking at the meter. "My husband says I waste too much money."

►They claim that when Arthur Brisbane was asked whether columnists are newspapermen, he replied, "Would you call a barnacle a ship?"

►And let us not forget the great words of Montezuma: "Tell those Marines to stop singing in the halls!"

—Jerome M. Beatty.

Solution of Last Week's Kingsley Double-Crostic (No. 1429)

Robt. Graves:

SERVICE TO THE MUSE

Do not believe that the only poets who now have historical importance are such as amuse the intellect with hints and spasms of sense, despise meter, rhythm, syntax, reject their cultural birthright, and allow themselves neither nostalgia for the past nor hope for the future.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Saturday Review
AUGUST 19, 1961

DIARY OF A MAN STRUGGLING WITH REALITY

By JOHN F. WHARTON, *a lawyer who writes frequently on social and economic problems.*

ABOUT five years ago I went to Pompeii; the next year to Martinique. In my study of the history of those places, certain facts seemed to me to have special relevance to our own time. The people of Pompeii knew that Vesuvius was a volcano, yet when the warning signs appeared they steeled themselves against a possible earthquake; they would not let themselves believe that a volcanic eruption was coming. The people of Martinique, on the other hand, did prepare to face an eruption of Mount Pelée, but they anticipated the same kind of eruption that history had previously recorded. They could not believe that this time the side of the mountain would open and emit a sheet of fire that was to scorch every living thing. Yet that is what happened.

As I reflected on these facts, it occurred to me that most people, including myself, had at least one important similarity to the victims at Pompeii and Martinique. Just as they were unable to bring themselves to face the magnitude of the threats confronting them, so we find it hard to believe in the perils facing us in our own time. Specifically, we are largely unconvinced that nuclear and chemical-biological-radiological warfare (CBR) would be so different from past wars. We believe that such warfare would be like a slightly bigger earthquake or a slightly bigger volcanic eruption. We are willing to admit that it would be somewhat more destructive than the last war, but really not much more. When responsible scientists warn of the perils of radioactive fallout, we tell each other they don't really mean it. We are all part of the retreat from reality.

But reality has never been successfully dealt with by retreating from it; invariably, it is necessary to face the worst before one can begin to change it for the better. In my own case, my gropings for reality where the threat of war is concerned have brought me to this position: I believe that—barring a miracle—the United States of America will be devastated by nuclear and CBR warfare not later than 1970. This is a staggering belief to come to, yet when I finally faced it I realized that I had actually believed it for some five years, but had been unwilling to admit it consciously.

This realization is of course not unique. Many other men, viewing the cold war and its accompanying arms race, have also come to believe that the only logical outcome must be catastrophe. Yet I venture here to trace the path of one man's reasoning, first for whatever reactions it may trigger in other minds, and secondly because I have become convinced that, no matter how grim our prospects may appear, there is still room for significant action by individuals who are more interested in doing what they can than in giving up the battle in despair.

Certainly I am not alone in finding it difficult to accept the threat of nuclear annihilation. Indeed, it is this deeply rooted, widespread reluctance to face a grotesque and unpleasant fact that makes action so difficult. Why, for example, don't we believe the scientists' warnings? Why should we believe the prediction of a scientist that we can send a man to the moon, but be unable to believe his predictions about the devastating effects of nuclear and CBR warfare? Perhaps it is because, as I observed, there is almost unanimous agreement among scientists themselves on the first prediction, but there is a highly vocal group that quarrels with the second. I clung to this explanation until my reading and study convinced me that the disputes were over questions that were either

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

unanswerable or subsidiary. How much fallout came from a certain type of bomb? How dangerous to life would it be? How many bombs should we assume an enemy might drop? Not one scientist expressed doubt that the weapon-making facilities of man *could* produce and deliver enough germs, bombs, gas, and radiation to annihilate the human race. The conclusion, then, could only be that there were scientists who didn't want to, and couldn't, believe. At that point, however, I found that I could.

Nevertheless, although I had come to believe that devastation was probable, I found myself clinging to the notion that the warring nations would never use such weapons. This conviction rested on two propositions. The first proposition was that when it came to the final test, no nation would be willing to bear the opprobrium of starting such a war. This assumption completely ignores, of course, the possibility of an accidental start; nor does it have any factual basis in itself. We have, or should have, learned that people are capable of anything. Who would have believed, in my childhood, that the sober, industrious, churchgoing Germans would undertake the methodical mass-murders described in William L. Shirer's "The Rise and Fall of the Third Reich"? Who would have believed, at that time, that a movement would be started to declare genocide (a word not one in a million turn-of-the-century adults had ever heard) an international crime? Or that our own country would drop the first atomic bomb with no apparent awareness of the moral consequences? When viewed in the light of cold reason this proposition, that nations would be unwilling to go down in history as the instigators of a nuclear war, clearly did not stand up.

THE second proposition was that the fear of reprisal would prevent the use of such weapons. The fact that no nation used poison gas in the last war is frequently cited. But even a superficial study of the history of poison gas will convince one that the fear of reprisal was certainly not the only cause for its not being used; indeed, it was probably not even considered by the military. In any event, a person who reads the testimony of Pentagon officials about the new, more poisonous, and more destructive gases will see how little reluctance there is to using them today.

History is quite clear that there have been new destructive weapons in the past which were at first looked on with such horror that well-meaning people declared men wouldn't dare use them. All of them were used. All of them continued to be used as long as they were effective. An essential part of the war fever is a type of rage that ignores consequences. Today, in peacetime, I have heard a few well-educated, and any number of ill-educated, Americans say, when angered by other nations' actions, "We ought to drop an atom bomb on them." What will they say in wartime?

I thus became convinced of the devastation which nuclear warfare could cause, and I was equally convinced that the military, in the next war, would use nuclear and CBR weapons. But I remained unconvinced that the holocaust would actually take place; something deep in my subconscious insisted that it couldn't. Then I came upon an article dealing with Darwin and evolution. Immediately I recalled that I had been taught what might now be called the Sunday school version of evolution —that everything, including man, evolved from a low form to a higher, and that "higher" meant "better" in a Christian sense. With this notion deeply implanted in one's beliefs, it was obviously impossible to believe that the human race would destroy itself. This was the "something" in my subconscious; now that it was out in the open, it was no longer persuasive.

The article on evolution reminded me of something I knew but had put aside: Darwin taught no such thing as the "lower-to-higher" concept. He said that evolution was the result of blind chance and that the species that would survive was the one fittest to survive—not fittest in any moral or admirable sense, but simply fittest to get the food, clothing, and shelter needed for survival. Hence, if man evolved a brain that enabled him both to make weapons of sufficient power to destroy the race and to evoke fits of anger in which he would use them, that only meant that some other species was better fitted to survive.

Accepting this, I nevertheless found the notion of destruction of the human race more than I could grasp. But then the simple truth dawned on me that an atomic war in the next ten years probably would *not* destroy the human race; rather, it would devastate the countries engaged in it, along with their neighbors. If the initial warring countries were America and some country in Europe—let us say, Germany—Western and Russian culture would be destroyed. But the Chinese, Southwest Asians, and Africans—well over a billion people—would survive, and the human race, perhaps with its genes somewhat altered by fallout, would progress or retrogress on those continents.

It should be noted here that certain scientists insist today that a thermonuclear war would not be fatal to countries such as the United States and Russia. They argue, for example, that an all-out attack on the United States would not kill more than 60,000,000 Americans and that the survivors could rebuild the country in a comparatively short time, with only a bearable increase in the number of defective children and diseased adults. The argument assumes that the victors will stop the slaughter after 60,000,000 are dead and then leave the survivors alone to rebuild the country. I can see no basis for these assumptions; I cannot, therefore, derive much comfort from this school of thought, although I definitely am not of the school that says, "If war comes, nothing else matters." The best expression of these views is Herman Kahn's book, "On Thermonuclear War," an exceedingly thoughtful and impressive study. However, even Kahn admits the possibility of a Doomsday Machine that could produce close to total annihilation; he plays this down by putting it in the future.

My realization of the probable scope of nuclear war toppled my last resistance. I began to consider why my own country would become involved in such warfare.

WE ARE engaged in a gigantic nuclear and CBR arms race that will certainly end in war if not alleviated. And present attempts at alleviation do not seem hopeful. On the contrary, at one time the race was limited to the USSR and ourselves; now France and England are getting into the act, and other nations are clamoring for their place on the road to destruction. Almost no one is trying to collate military offensive and defensive power, civil defense and statesmanship into a policy of war prevention.

Indeed, and this is the most dangerous aspect, only a tiny percentage of Americans are doing anything to prevent such a war; in fact, a surprising number of Americans, a few of whom are in places of great influence, believe we can safely strike the first blow, and should do so at the proper moment. A frightening number, many of them of army age, see the present situation simply as an old-fashioned fight between Russia and the United States; they announce themselves ready to go to Laos or Thailand and "fight it out" —obviously believing that the issues would be settled by conventional warfare in those faraway places. If they have thought about nuclear and CBR war at all, they have decided that there is somehow a chance of survival—which may indeed be true—but they have not

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

seriously considered whether they would want to survive.

Many more Americans are like the cultured, sharp-minded gentleman of seventy with whom I recently discussed the subject. He dismissed the notion of war with the Soviet Union; Russia didn't want a war, he pontificated. The Germans? No, they had learned their lesson. Accidental or crack-brained beginning? He shrugged it off. The Chinese? Well . . . then a sullen silence, and soon he had to return to the major task of too many cultured people with dependents, keeping his financial head above the rising tax bite. He wouldn't let himself believe because, being the man he is, he would have felt obliged to do something about it and he couldn't afford the time.

Some Americans frankly admit their avoidance of the whole issue. I recently raised the question with a brilliant publisher of serious books. He replied, almost jovially, "I don't let myself even think about that." Then, suddenly and seriously, "Oh, you're a lawyer. How can I get a revolver permit? I want to be able to shoot myself and my family if we're faced by death from radiation."

Lastly, there are those who feel, as I did, that we should think about it, but who feel helpless to do anything, no matter what conclusion they come to. We could see the crises growing, the tensions tightening, the sinister, uncontrollable forces exploding: the countdown had begun. Ten years is a generous estimate if the critical forces continue to mount at the same rate. But what can the individual do? What can be done by those few brave groups who *are* trying? Hasn't Samuel Butler's "Book of the Machines" come true; aren't we the marked victims of our own inventions, which now control our destiny?

I do not think it must be so.

I spoke earlier of a possible miracle, and it is time to consider it. By the word "miracle" I mean "a wondrous thing, possibly caused by interposition of the Deity, but wondrous in any event." In the present situation, it would be the occurrence of one of those mysterious movements of mankind that produce a world-wide taboo on certain actions (in this case nuclear and CBR warfare) of such strength that violations of the taboo can be kept within controllable limits. There have been, in the distant past, three such movements of such importance that civilization would not have been possible without them.

The three are the taboos on incest, on cannibalism, and on individual murder. The third is by far the weakest; there has never been a taboo that we know of against mass murder of "enemies," and individual murder of "inferior human beings" has been accepted by many civilizations. But the impulse to murder (still very much alive in our subconscious) has been controlled sufficiently to permit the growth of families, clans, nations, and even alliances of people of diverse nations.

The origin of these prohibitions is lost in the mists of history; we can hardly guess why there should be *any* taboo on incest, which is the strongest taboo of the three. (The Egyptian royal family practiced incest for years without discernible ill results. This seems to be the only instance of the practice by civilized people—and there only by the ruling class.) These prohibitions grew up among peoples who did not even know of the existence of other peoples who accepted the same taboos. They were, in some cases, so primitive that some force in addition to reason must have been at work. Whatever it was, something brought all mankind to similar conclusions with a force no rebel has ever shattered. Certainly, therefore, if *all* the people who today have a horror of incest, a loathing of cannibalism, and a repulsion from murder were to develop an equal horror, loathing, and repulsion of nuclear and CBR warfare, our survival, so far as that danger is concerned, would be reasonably well assured.

It would be miraculous if this came to pass, but miraculous does not mean impossible. A miracle is a "wondrous event," and the chances for the occurrence of wondrous events such as this can be improved by human stimulation. Even if you are one who believes a miracle *must* involve divine interposition, you need not deny God's willingness to help those striving to do right rather than those sitting passively by.

Hence, any act taken with sincere desire to stay the threatened holocaust is one more of the many acts that may be needed to produce the sought-for miracle.

As soon as you reach the conclusion that action is worth while, possibilities open up practically of their own accord. I reached the conclusion while in the interior of Greece; by the time I was home a half-dozen ideas had occurred to me. They may or may not be successful, but I can assure you that the mere attempt gives life an added zest and meaning.

"Henry, I want a divorce."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Chaotic Order of Things

By Granville Hicks

JOYCE CARY was slow in finding recognition in this country, and some of his early novels were not published in America. In recent years Harper has brought out several of these books, and now most of Cary's fiction, though not quite all, is in print. This is a fine thing, for he was much too good a novelist to be forgotten.

"An American Visitor" (Harper, $3.95), which was published in England in 1933, was his second novel. Like its predecessor, "Aissa Saved," and like two or three of the books that followed, it is laid in Africa. Cary had spent several years in Nigeria as a colonial official, and this experience naturally provided him with literary material. More than that, I think, it colored his whole attitude towards life.

The theme of "An American Visitor" appears to be simple. Marie Hasluck, an American journalist, arrives in a remote section of Nigeria, armed with a set of Rousseau-istic theories about the beauties of the primitive life. "In Birri," she writes in her first article, "there is nothing of what we in America and in Europe call civilization. . . . The result is that the Birri are probably the happiest and wisest people in the world. To pass from what we call civilization into this obscure district of Nigeria is like going out of a lunatic asylum where the keepers are crazier than the patients into a spring morning of the Golden Age."

Of course this is nonsense, and after eighteen months in Nigeria Marie realizes it. "Cottee had been right to laugh at her," she thinks. "All these men who accepted so easily the insecurity of things, who simply did not imagine any other state of affairs, were right. Only fanatics and fools, communists and sentimentalists like herself could believe in a natural order of things, fixed and eternal, divinely appointed. The lion-faced Birri—no wonder they laughed. The golden age of Birri, like that of Greece—."

But Marie, though she loses some of her romantic notions about the natives, remains a young woman who has to have a faith. She marries one of the colonial administrators, Bewsher, who is himself given to unorthodox ideas, and she is attracted to the Christian pacifism of the missionary. Meanwhile, conditions among the Birri grow more and more complicated, and at last there is disaster.

Joyce Cary

In the preface he wrote for the Carfax Edition, which is published here as a postscript, Cary said: "The original American visitor was a young wife with three young children, who told me once that in America 'we believe that children should get their own ideas of right and wrong.'" Finding that she practiced what she preached, he began to reflect on the anarchistic tendencies of Americans, the general distrust of law and government. He also had in mind "a district officer who was, at once, a despot and an anarch," and this became Bewsher, whom the American visitor marries. To prove that anarchism will not work was easy, but that was not enough. "The truth," he goes on, "seemed to lie deeper. It is that the faith which underlies anarchism is just as necessary to the world as the reason which creates systems of law."

THIS is interesting, but one should not conclude that Cary is primarily concerned with ideas. As always, he is concerned with people, and, as always, he enters sympathetically into the minds of a great variety of persons. Marie, certainly at the outset and perhaps at the end too, is something of a fool, but Cary treats her tenderly and without condescension. She is not so impressive as some of the women he later created, but she is memorable and wholly credible.

All the characters are presented with the same sort of understanding. Bewsher is a wild man, colorful, reckless, dictatorial, full of good intentions. Gore, the other administrator who has a major role in the book, is completely different, conscientious, cautious, dull. Each, as Cary is careful to show, has his virtues as well as his weaknesses, and both are helpless to prevent the disaster that eventually overtakes the Birri.

The pacifist missionaries, Mr. and Mrs. Dobson and Doll Dans, and the professional soldiers are treated with the same perceptive justice. "'They're all just delighted to think that they can go and kill,' said Doll Dans. But even Mrs. Dobson knew that this wasn't the truth. Dollar did not want to kill. Even Stoker and Maggs were not thinking of it. Their heads were full of maps, dispositions, supplies, strategy, a thousand complicated and interesting matters. They were artists handling a new subject, with as much disinterested enthusiasm as any missionary planning a campaign for funds. This was what distressed the honest and sensitive Dobson."

As in the other African novels, Cary enters into the minds of the natives as readily—or so he makes it seem—as he enters into the minds of the whites. None of the natives is portrayed as fully as is the exuberant hero of "Mister Johnson," but Henry, Obai, and Uli are all real. After spending a year at the mission, Uli returns to his own people in time to join a war party.

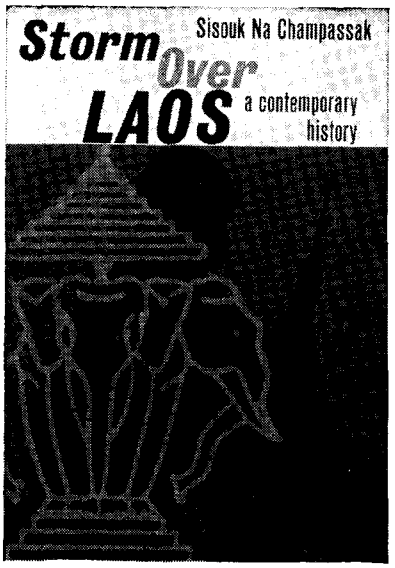
> An hour later every path was filled with warriors draining towards Goshi. Uli moved after the man in front of him with eyes cast down to see the foot or two of path between their feet. He moved like one joint in a centipede; but to himself he seemed released, free; released from futility, free of boredom; once more Uli of Nok, a somebody in the world, his own world.

It was his experience in Africa, I believe, that impressed on Cary's mind the complexity of human relations. As he went on with his career and broadened his scope, he developed to a remarkably high degree his ability to see life from a variety of points of view. As has often been remarked, no novelist is harder to find in his novels. He is not Gulley Jimson nor Chester Nimmo nor any other character one can put one's finger on. In the Chester Nimmo trilogy he successively identifies himself with Nina, Nimmo, and Jim Latter, and his identification with each seems complete. He had learned—and I think he learned it in Africa—that every individual lives in his own world, and he cultivated his great gift for entering a multitude of these worlds.

"An American Visitor" was written nearly three decades ago, and in many ways Africa has changed greatly in those years. As symbol we have the visit that the Prime Minister of Nigeria recently paid to the United States. The situation has changed, but we cannot pretend that it is any less complicated than it was in Cary's day. Perhaps we *can* hope that Americans have become wiser than Marie Hasluck while retaining some of her idealism.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Book in the News



By PAUL BIXLER, *who quite recently concluded a two-year assignment in Burma for the American Library Association.*

ONE OF the prime requirements of the new nationalism is a native articulateness. It is significant, then, that a Laotian should give his own version of the events which have tortured his little country since the war, with the emphasis on those since the Geneva Conference in 1954.

Experienced in national political affairs and now Permanent Representative of Laos to the United Nations, Sisouk Na Champassak knows both the large view and the small. He is one of the "Young Ones" who three years ago helped to form the CDIN (Committee for the Defense of the National Interests), a youthful political group designed to "bring fresh blood to a nation governed from its inception by remnants of the defunct colonial administration." In **"Storm Over Laos"** (Praeger, $5), he tells the story of aggression from North Vietnam, of Communist and Pathet Lao subversion, of the Royal Laotian government's instability, of rebellion, and finally of civil war, and he is conscious of failure and corruption. His story is incomplete and not too well organized, but it is told with remarkable objectivity. His aim "is not to justify the policies of any one man who has come to power since Laos became independent" but to point up the difficulties of a country "wedged between two antagonistic camps in a zone of tension and pressures."

What does the representative of a tiny country forced to become a nation before its time think of other nations involved in its destiny? Communist China professes peaceful intentions but is willing, according to the Chinese Minister of Defense, Marshal Peng Tehuai, to sacrifice 400 million Chinese in an atomic war. ("The thought of the havoc he could wreak among the mere two million of 'his good Lao neighbors' . . . made us shudder.") North Vietnam, at one time invading northern Laos and at others kidnapping Laotian children and training the Pathet Lao, is the personification of aggression.

LAOS is grateful for the mediative efforts of Cambodia's "great leader" Prince Sihanouk Norodon and for the sympathy of South Vietnam. But perhaps because the Lao remember the Thai push for empire in years past, government circles in Vientiane consider alarmed declarations from Bangkok too "aggressive." India does not see that "for Laos the fight against Communist subversion is a struggle for existence," that India would "remain India even if she became Communist," but that Laos in like circumstances would disappear.

And the West? France, though relations with Laos have continued friendly, has appeared indifferent to the aggressive threats from North Vietnam. Help from the United States is much appreciated though the U.S. seems a "somewhat boisterous ally." Great Britain comes off well, for she has steadfastly defended Laotian interests against the USSR, and has taken a stand against the reincarnation of the International Control Commission, in opposition even to India. "The great powers," says Sisouk, "often forget that the Lao must first of all defend the interests of their own country." Like most small nations, Laos gives strong allegiance to the United Nations.

Sisouk defends his countrymen against the charge of indolence. "In a country with a closed economy, the people have to do everything themselves: build their houses, make their tools and clothes, work their land, raise their cattle." And let no one say they make indifferent soldiers. The Laotian Parachute Battalions are a refutation. And, one might add, history discloses that the Buddhists of Southeast Asia fight bravely enough when they are properly organized, rightly equipped, and vigorously led.

This is not a sad tale of self pity. But to anyone who knows the Buddhist peoples of Southeast Asia it will tug at the heart. Disillusion over the "failure" of our military aid should not lead us to abandon the Lao. They are worth whatever aid, particularly economic and technical, we can get to them.

Ben Ray Redman

WITH the death of Ben Ray Redman, *Saturday Review* has lost one of its earliest and most warmly regarded critics. More than thirty-five years ago, when he was in his late twenties, he was invited by the magazine's founders—Amy Loveman, Henry Seidel Canby, Christopher Morley, and William Rose Benét—to contribute to their new cultural weekly. His first byline in *SRL* appeared March 21, 1925, over a review of "Prisoners," by Franz Molnar. The tall, debonair young scholar was an impeccable literary craftsman. His interests were lively; over the years he appraised in these pages everything from belles-lettres to whodunits. He translated classics; wrote poems, essays, stories, articles; was syndicated by Spadea and the Saturday Review Book Service, which for more than a year has been featuring his criticism. Among the numerous books he edited are "The Pleasures of Peacock" and "The Portable Voltaire." His final review for *SR* was published June 24, 1961. Hailing the release in this country of Henry Miller's "Tropic of Cancer," it stimulated many letters to the editor, a number of them protesting Mr. Redman's forthright position on censorship taboos.

HE was born in Brooklyn, New York, February 21, 1896, but for long had lived in Los Angeles, where he had been an executive with Universal Pictures and scenarist for 20th Century-Fox. Late last year Mr. Redman and his wife, the actress Frieda Inescort, came to New York. During the visit he suffered a physical and nervous breakdown. Ever the *bon vivant*, he was confident after a few weeks that he had recovered and resumed his free-lance writing. On August 1, 1961—obviously still ill—Mr. Redman took his own life.

—ROCHELLE GIRSON.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

PERSONAL HISTORY

Counsel for the Countess

***"Married to Tolstoy," by Cynthia Asquith** (Houghton Mifflin. 281 pp. $5), undertakes to defend the Russian novelist's wife against criticisms of her opposition to his religio-socialistic theories. Ivar Spector of the University of Washington is author of "The Golden Age of Russian Literature" and "An Introduction to Russian History and Culture."*

By Ivar Spector

THIS biographical account of one of the world's most publicized and well-documented marriages first appeared in England in 1960, the fiftieth anniversary of the death of Leo Tolstoy. It was Lady Asquith's initial venture into the field of Russian literature. Following her death, the publisher stated that her book was based, not only on the voluminous Tolstoyana already in print (in English), but on four diaries previously unavailable. Unfortunately, the diaries are not identified, and the book reveals little if any information that is not readily to hand in published diaries and in the standard biographies by Ernest Simmons and Aylmer Maude. Lady Asquith's contribution is that she has condensed the unwieldy mass of available material and retold it graphically in a book that should appeal to the general reader.

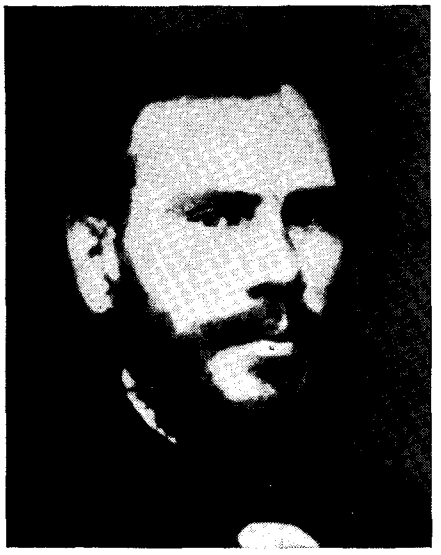
As the "self-appointed Counsel for the Defense," the author has undertaken to present "with sympathy, but without bias" the case of Sonya Tolstoy versus Leo Tolstoy. Her main purpose is to redeem the reputation of the countess from the flood of denunciations heaped upon her by Tolstoy's disciples and by members of her own family, who cast her in the role of a Xanthippe. Her emphasis, therefore, is on the years of successful marriage, "so rapturously happy," before dissension, physical and mental illness rendered both husband and wife "so desperately unhappy." Lady Asquith has depicted the countess not only as Tolstoy's wife in "the long heaven and hell" of a marriage that endured for forty-eight years, and as the mother of thirteen children in twenty-three years, but as his secretary, hostess, manager of his estates, publisher of his books, and the "skilled nurse of his genius." Her faithful description of the unhappy Sonya's role in the final phase of Tolstoy's life, in which she was "pulled like a cracker between her husband and her children," nevertheless cancels, to a degree, the case for the defense.

Strictly speaking, this work may be termed an unconventional drama, against a most remarkable family background, based mainly on dialogues (diaries) between husband and wife. The element of conflict in the drama is Christianity. It was not a question of their being pro or con Christianity. Both were born and reared in the Russian Orthodox Church. It was a matter of their interpretation of Christianity. Tolstoy called his spiritual regeneration "Christ's Christianity." The countess labeled it "Christian anarchism." The writer Turgenev, Tolstoy's "literary midwife," termed it "a new sort of nihilism." Although Tolstoy, conscience-stricken at the yawning gulf between rich and poor, believed he was trying to implement the teachings of Christ, the countess insisted that he went beyond them, proceeded too fast, and plowed too deeply into the existing social structure. In brief, what he professed and practiced was not Christ's Christianity, but Tolstoyism. In most un-Christ-like fashion, he displayed great intolerance toward those who disagreed with him, especially toward his wife. As in the case of Muhammed, Tolstoy fully expected Sonya to be the first to embrace his version of Christianity and to help him to practice it. But, whereas he renounced private property (including literary property) as the root of all evil, she defended it to the last from a Christian point of view. A careful analysis of Tolstoyism leads one to believe that at times the Socialist ideologist in Tolstoy superseded the Christian theologist.

The countess was not conditioned to be a preacher's wife. She had a strong flair for art and it was this that drew her like a magnet to Tolstoy, the literary artist. At the basis of their estrangement was her fear that the "preacher" in Tolstoy would kill the "artist." In a letter to the poet A. A. Fet, Tolstoy renounced art and everything connected with it: "Art is a beautiful lie, and I can no longer lie." Even when he unconsciously elevated some of his sermons to the level of "belles-lettres" Sonya refused to be reconciled. For her there was more true Christianity in the greatest of his literary works ("War and Peace," "Anna Karenina") than in his sermons.

DOSTOEVSKY's Prince Myshkin, whose Christ-like virtues stood in marked contrast to the mercenary social outlook of his associates, was crucified as an "idiot" by a society that could not comprehend his utter disregard of money and property. In this book, on the other hand, it was Tolstoy, a new version of Prince Myshkin, who intentionally or unintentionally ostracized his wife, whose outlook and concern for the future of her children and grandchildren represented the thinking of the vast majority of her contemporaries. In the words of Sonya Tolstoy, "When Leo turned to Christianity, the martyrdom was *mine*, not his."

In spite of the case for Sonya, one can only conclude that the tragedy was a divided responsibility.



At the time of their marriage, Count Leo Tolstoy and his bride, Sonya.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A DAUGHTER REMINISCES: Guests from all over the world visited Tolstoy, and it was seldom that the family was alone at the table. As Sophie Tolstoy used to say, "It was just like living in a house with glass walls." My father's life was described in hundreds of books, articles, and biographies, which were published in a number of languages. Many of the writers took a one-sided view of the relationship between Tolstoy and his wife, some of them blaming the husband, others the wife for the tragedy that ultimately took place. There is a French saying: *"Tout comprendre, c'est tout pardonner"* ("understanding is forgiving"), which Tolstoy often quoted.

The author of "Married to Tolstoy," Lady Cynthia Asquith, understood: No one was to blame. She sensed the deep psychological tragedy of those two people—Leo Tolstoy, the great, world-known writer and philosopher, a man who during the last thirty years of his life was seeking truth and self-perfection, who was ready to sacrifice all material wealth and comfort for the sake of his ideas—and the woman who loved him in her own way. Raised in a well-to-do bourgeois family, she appreciated wealth, a good living, and an aristocratic title. More than anything, Sophie Tolstoy dreaded poverty and material insecurity for her children, grandchildren, and the man she was so used to care for.

During the early period of their marriage, though Sophie realized the great literary talent of her husband, she believed that he was no different from other men in his everyday life. Leo Tolstoy was selling his books; he was increasing his estate by buying cheap land. He was so carried away with his farming that he once wrote to his father-in-law, "I must get that breed of pigs; otherwise I will never be happy again." But gradually, as time went by and Tolstoy's spiritual interests became deeper and finally captured his mind and soul, Sophie felt she was losing him.

In her book Lady Asquith vividly describes the anguish of Tolstoy's wife, who could not understand Leo's inward transformation—his new philosophy based on the teachings of Christ. She did not like the books he wrote in the early 1880s: "Confession," "The Kingdom of God Is Within You," "What Is My Religion," and others. She suffered because he no longer took an active part in the education of their children. While she took care of the family, managed the servants, sold his books, and tried to run the estate, Tolstoy, with all

—*Bettmann Archive.*

Leo Tolstoy in his study at Yasnaya Polyana—"seeking truth and self-perfection."

the passion of his strong and straightforward nature, strove to find answers to such questions as: "What is going to happen after you die? I have fame, money, wealth, a good family. . . . I die. Then what are we living for? What is the aim of life? What do men live by?"

Sophie Tolstoy bitterly resented his desire to place all his writing in public domain, to get rid of his property. She disliked the majority of his followers, and called them the "dark ones" because of the dark shirts they always wore. Cynthia Asquith describes most of these Tolstoyans as a "swarm," a perpetual infestation of Sophie's home. I don't think that such an attitude towards Tolstoy's disciples is quite fair; many of them were very earnest, self-sacrificing Christians, who were greatly devoted to their leader.

And one must realize how lonely Tolstoy was in his family. No one except the three daughters had any interest in his ideas, philosophy, and the articles of the last period of his life. Two of his daughters were married and did not live with the family. I, Alexandra, was very young and could not fully respond to my father's interests. It was only the "dark ones," headed by Chertkov, whom Lady Asquith calls a "presumptuous creature" or the "pseudo-saint," who helped Tolstoy in his works, published them, and supported him in his philosophy.

After the death of their favorite son, seven-year-old Vanichka, the husband and wife once again felt close to each other. Grief united them, but only for a short time. During this period Sophie was happy and grateful; she felt his love. "Her one comfort," Cynthia Asquith observes, "was Levochka's revived tenderness towards herself. Even more she valued his new understanding and consequent tolerance of her failure to share his doctrines. . . . He had even expressed respect for the intellectual interests that had kept her independence." At the same time Tolstoy writes to her: "I realize you would not come to me and for that reason you have to remain alone. But you are not alone. I am with you. I love you. . . ."

Nevertheless as Tolstoy grew older the chasm between them became wider and wider, and yet they had to live together. Divorce was unthinkable. For both of them marriage was sacred.

As the author of "Married to Tolstoy" reports, the birth of thirteen children, of whom she lost six during her lifetime, and the conviction that she could not possibly understand and follow her famous husband, finally broke the nervous system of the passionate, energetic, and strong woman—Sophie Tolstoy. She acquired a mental disease, lost control of herself, and made the life of her husband unbearable. When Tolstoy left his home to die in a remote railroad station, he wrote that he was not saving himself but the spirit that was in him and could be of use to others. Thus the tragedy ended.

Cynthia Asquith describes as truthfully and accurately as possible the psychology of these two totally different people, for who can to the very depth penetrate into the privacy of marriage; who can know all the details that sometimes play such an important role in every family?

—Alexandra L. Tolstoy.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Thunder Across the Bay

"The Road Past Mandalay," by John Masters *(Harper. 333 pp. $5), a sequel to the author's autobiographical "Bugles and a Tiger," is one man's reconstruction of the war in Burma. David Dempsey is co-author of "Uncommon Valor."*

By David Dempsey

IN RECENT years books on the memorable campaigns of World War II have been overviews—a mosaic of experiences collected from hundreds of sources and cemented into a pattern by a writer who was not always himself a participant. By contrast, "The Road Past Mandalay" is closer to the method of Robert Graves's "Goodbye to All That," and with much of Graves's literary "feel" for his subject. This is an engaging book in the true sense of the word. It puts us squarely in the center of a remote and (to most of us) unknown war in Burma at the same time that it reconstructs the fighting history of a single brigade of India-based Gurkha troops; finally, it reveals the influence of war on one man in a blending of military events and the felt realities of the fighting experience. This is fortunate; for once the military historians have finished filling their archives, it is time for the writer-soldier to take over. He gives war back to the men who fought it, and in so doing, gives it to History too, in a way that historians seldom can.

Few occupations other than soldiering so dramatically provide an opportunity for men to achieve roles for themselves—to be "characters" in the novelist's sense of the term. John Masters has seized the individualizing characteristics of the men with whom he fought without, as narrator, yielding his own role as the unifying principle that gives this book its value. When he writes that "[General William] Slim had transformed the forgotten 14th Army into a vivid extension of his own personality," he might well have added that he himself has brought to life, by a vivid extension of memory, a largely forgotten, little understood, and—one can add—somewhat useless campaign that probably affected the outcome of the war not one whit.

—*Alan Anderson.*

John Masters—Beethoven and a bride.

The Burma campaign had for its objective the recapture of an 800-mile swath from the Indian border to Rangoon, which General Slim had been forced to give up when the Japanese attacked in 1942. Masters's unit, the 4th Prince of Wales's Own Gurkha Rifles, after fighting in the North African desert, was assigned as part of Orde Wingate's force to help Stilwell's Chinese guerillas dislodge the enemy. (Masters has scant patience with Wingate's idiosyncracies, and little more than contempt for Stilwell, whom he sees as an egocentric blunderer.) The author had been a member of the brigade for seven years, and during the Burma phase was temporarily in command.

Although this was almost entirely jungle warfare, it somehow reveals more of Britain than Burma. There was a general, Pete Rees, who contrived to have a fruit cake sent to him from England every two weeks. War was a brutal and shocking thing, but it need not be an inconvenience. Even Masters, who was then twenty-nine, fell in love with an English girl and, between battles, found time to marry her. In Staff Officers School, he played Beethoven to his colleagues on a wind-up phonograph, and on his honeymoon read passages from "Paradise Lost" to his bride. Wasn't it the veneer of British civilization that held the broken timbers of the Far East in place?

"Burma was a place to fight in, a country set aside for that purpose," Masters comments; the longest, most dramatic section of the book deals with the defeat of his unit in an operation given the code name of "Blackpool." (Churchill "fulminated, rightly, about soldiers who lost their lives" in these innocuous-sounding places. "If they were to die, let them die in Crusade or Armageddon.") This is a skilfully handled section, meticulous in its detailing of events, so that it never becomes the senseless blur that so much combat writing is. It is filled with quotable asides. "Nothing raises morale better than a dead general." And again: "A loaded warplane is like a pregnant woman. When its time comes, it is under a compulsion to drop its burden, however unsuitable the circumstances." If Master's men had fought as well as Masters writes, the battle might have been won.

Masters assumes, rightly I think, that the most important engagements in war are the ones you happen to have fought. This attitude is at the heart of every campaign, a matter of indifference to the professional historian, yet the core concern of a man who saw his long military career in terms of human values, of character, and introspectively as part of a continual advance toward personal maturity—an advance which eventually led him, although he was Sandhurst-trained and the fourth generation of a family that had represented British power in India, out of the military life altogether. In the best sense, this book is autobiography that happens to have war for its subject.

FRASER YOUNG'S
LITERARY CRYPT NO. 943

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 943 will be found in the next issue.

LP ABO'F AGHDD B EGMQRP SOFMK LP AHTP FH MF; ESF M BKLBXD KMYP FH KBX QHLO B ZHOFHHO BWPBQ HJ FMTP.

EPGOBGQ EBGSAW.

———

Answer to Literary Crypt No. 942

You may have genius. The contrary is, of course, probable.
—Oliver Wendell Holmes.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

FICTION IMPORTS

Transcending the Congruous

"The Dark and the Light," by Elio Vittorini, *translated by Frances Keene (New Directions. 182 pp. $3.75), brings together two short novels that demonstrate the poetic development of their author. Sergio Pacifici is professor of Romance languages at Yale University.*

By Sergio Pacifici

ELIO VITTORINI, born in Syracuse, Sicily, in 1908, is, despite his slim literary output, one of the genuinely exciting voices of contemporary Italian fiction. Like his contemporaries Moravia, Pratolini, and Silone, he has managed to reach an international audience (receiving accolades from no less than Ernest Hemingway) without, however, becoming "popular." The highly poetic and symbolic quality of his books and the elusiveness of his tales have made him far less accessible to the easily satisfied reader than his "neorealistic" confrères. The matter is to be regretted, for Vittorini is, beyond any doubt, one of the most significant and influential writers Italy has produced in the past twenty years.

"The Dark and the Light," translated with consummate skill by Frances Keene, enables the reader to sample two different "veins" of Vittorini. Beyond its worth as creative writing, the volume is an engrossing document that makes clear the poetic itinerary followed by its author during his crucial formative years. "Erica," the first of the two stories comprising the book, was actually composed in 1936. It was left unfinished when certain political events (chiefly the Spanish Civil War) changed Vittorini's concepts about fiction. His personal experiences (including a trip to Milan, from which he came back "enamored of places and names, of the world itself"), coupled with an intense period of translation from the work of American novelists (Saroyan, Caldwell, Faulkner, and Cain) sharpened his desire to forge his own style, for which he became justly renowned. Likewise, his larger involvement in anti-Fascist activities was accompanied by the discovery of a vision that was felicitously dramatized, for the first time, in the allegorical novel "In Sicily" (1941).

"Erica" is the story of an adolescent girl in the slums of a Northern city, who is left to care for her younger brother and sister when her mother joins their father, who works in a distant town. All goes smoothly until the little money and few supplies of food and coal run out. Unable to face the prospect of being exploited by her neighbors or having to ask for charity, Erica prefers to become a prostitute so that she may continue providing for her little charges. The painful experience, described in touching and restrained terms, does not change her wise heart. Quite the contrary: precisely because she has grasped the meaning of her condition, which is one of quiet agony, Erica remains as limpid and as honest, in a deeply human sense, as she had always been.

If "Erica" seems too unsophisticated and naïve even as an account of human misery and hypocrisy, "La Garibaldina," with its inventive setting, is a diverting treatment of what is, *in fondo*, a similar situation. The controlled rhythm of its prose, the agile pace of the whole narrative, and the beauty of the descriptions should persuade the reader that with Vittorini the novel, in Italy at least, has been brought back to poetry. The novella (completed in 1950) reminded me of some instructive observations on fiction and the opera made by the author some years ago in a little-read essay on his own work. He wrote then that the "opera, in making us see a reality that transcends our sense of congruity, in suppressing this very sense of congruity in us . . . brings us to grips with an awareness of a higher reality and provides the constant possibility of expressing the maximum amount of pathos or comedy in every atom of the real." These remarks illuminate not only the distinctive qualities of Vittorini's recent fiction but, indeed, they make evident the numerous affinities of the present tale with his previous novels.

Like them (especially "The Twilight of an Elephant"), "La Garibaldina" can hardly be called a conventional novel on thematic, stylistic, or structural counts. Its two protagonists are an eccentric, colorful Signora Baronessa, Leonilde, who is going to Sicily to supervise the harvest on her farm, and Innocenzo, a sharpshooter who is going home to Terranova on a precious leave. Little happens in the book, most of which relates the wonderfully fresh conversation between the two. What gives the tale its uniqueness is the manner in which the author turns into a symbolic tableau of the human condition a number of seemingly fantastic and preposterous "encounters" (where historical events are superimposed and chronology magically evaporates). Precisely because the events are sparse and relatively unimportant we grasp the fact that Vittorini's purpose is less to dramatize psychological or social situations as such than to give us a feeling of a great drama being enacted on the stage of twentieth-century history. Every reader will, I suspect, come to personal conclusions or speculations about the nature of such a drama. For me it is that of a society moving toward and desperately searching for universal fellowship and a life of dignity, peace, and work.

Two generations and two ideologies, a new and an old one, come to a momentary but powerful confrontation in the story. By describing it with serenity and sensitivity, Vittorini has been true to what he considers the task of literature, that "of making visible the human motives of a revolution." He has also demonstrated, in his own brilliant way, how novelists, and not politicians, are the true barometers of their age.

Elio Vittorini—"genuinely exciting."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A Question of Guilt

"Town Without Pity," by Manfred Gregor, *translated by Robert Brain (Random House. 241 pp. $3.95) expresses the conflict between younger and older generations, as well as between occupied and occupiers, in a story of the trial of American soldiers for raping a German girl. Claude Hill, head of Rutgers University's graduate program in German, regularly writes on modern German literature.*

By Claude Hill

AMONG the "young" authors of postwar Germany (who are usually in their forties or older) Manfred Gregor occupies a special position. He was only twenty-nine when he submitted his first novel three years ago. Thanks to a brilliant motion-picture adaptation, "The Bridge" was not only widely acclaimed in Germany but was translated into more than a dozen languages. It should, therefore, not surprise us that his second novel, "Town Without Pity," has already been made into a movie also. Its release in September, plus the publisher's blurb ("a novel about American crime—and punishment —in postwar Germany"), will no doubt assure the book a certain amount of attention. Gregor, whose first novel was somewhat autobiographical, clearly proves that he is not a one-book author, as some critics suspected. He has chosen a pertinent theme and told a reasonably suspenseful story with narrative skill and commendable economy. The result, though not great literature, is a terse, exciting, and at times even gripping novel of more than average interest.

A sixteen-year-old girl has been raped by four American soldiers on a sultry summer day. The ensuing military trial, staged with exceptional care and fairness in the little German town, forms the core of Gregor's novel, which develops in a kind of counterpoint fashion the theme of German-American relations and that of conflict of generations.

The central figure is a Russian-born American captain, whose distasteful job of saving the guilty defendants from the death penalty forces him to incriminate the innocent German girl. The Germans generally conform to often observed stereotypes: the hard-working, unbending, honor-obsessed former Nazi and authoritarian family patriarch; the obedient wife and meek mother; the good-natured but ineffective priest; the Jewish lawyer who miraculously survived extermination and still carries on a sentimental love affair with the Fatherland.

The Americans in the novel are also composites of popular fiction and Hollywood, but they emerge a bit more as individuals. Although it is undoubtedly easier to differentiate between a few soldiers of a local garrison than to convey the complexity of a whole town, it remains a curious fact that the young German author has presented his Americans with more imagination than his countrymen.

Gregor's intentions become clear when we ask ourselves: who is the real villain in the story? The rapists? The fact that Germany is being occupied? The author has the assaulted girl commit suicide, not because she could not get over the shock of the brutish attack but because her German environment failed her. As the title of the American edition indicates, there was no pity, and, more precisely, there was no pity from the world of the adults. Gregor indicts the older generation as nearly all young Germans do today, and traditionally have done since the "Storm and Stress" movement of the eighteenth century. The whole tenor of postwar German literature overwhelmingly shows that the intellectuals are deeply distrustful of their current "economic miracle" society. In book after book they blame a heartless materialism that restored their towns without reforming their people. Gregor is no exception. However, instead of being ponderous, like so many of his fellow writers, he has wrapped his moral in a highly readable and entertaining novel.

Manfred Gregor—"Not a one-book author."

Next to the Last Life

"The Silver Pilgrimage," by M. Anantanarayanan *(Criterion. 160 pp. $3.95), an episodic tale in the Indian tradition, tells of a wandering prince's encounters with dancing girls, tax collectors, and goblins asking about the meaning of life. Robert Payne is the author of numerous books about Asia, including "White Rajahs of Sarawak" and "The Barbarian and the Geisha."*

By Robert Payne

INDIAN storytellers are never happier than when they are recounting, with innumerable happy digressions, the picaresque adventures of some Indian prince wandering across the length and breadth of the land. Then, almost by definition, the story vanishes in the digressions, with the storyteller assuming the disguise of the prince. It is a good way to tell a story if the adventures are sufficiently colorful and calamitous. It is a horrible way to tell a story if the adventures repeat themselves.

Mr. Anantanarayanan has avoided most of the problems of the picaresque novel. He has invented a credible prince who partakes in a credible pilgrimage, encountering on the journey a great number of credible ghosts, goblins, saints, dancing girls, and income tax collectors. He writes with wit and distinction, and if the adventures sometimes repeat themselves, that is, I am afraid, what happens in picaresque novels; at any rate, the repetitions are reduced to a minimum. Instead of sprawling over 2,000 pages, the author has contented himself with 160. The miracle is that in such a brief work he has succeeded in conveying a sense of the panoply of medieval India.

During the last years of the reign of King Simha, Prince Javasurya falls ill of the disease of indifference, followed by pneumonia. To cure himself of his afflictions, he decides to go on a pilgrimage to Kashi. This is not the great pilgrimage to the Himalayas, which confers major benefits, but a comparatively minor one, which does however possess the virtue of reducing future births "to a single digit, from a reckoning of hundreds." Happy in the knowledge that only one more life is left to him, the prince engages with the mortal enemies who waylay all pilgrims. An enormously loquacious tax collector nearly brings about his death from boredom; a terrible-looking

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Marava chieftain, on the verge of killing him, relents sufficiently to permit the marriage of the young prince and his daughter; a monstrous *brahmaraksha*, a goblin who feeds on the exhalations escaping from newly dead bodies, leaps out of a tamarind tree and confronts the prince with diabolical questions on the meaning of life, a subject which the prince has studied assiduously, to the bafflement of the goblin, who permits him to continue his journey. The prince even survives the discourses of a merchant in musk and spices, who has visited England and attended performances of "Hamlet" and "Macbeth," with no great understanding of either. He meets a doctor who, in the fashion of a Zen master, cures diseases by means of meaningless jokes. He meets courtesans and dancing girls, but is reasonably indifferent to them. Indeed, his reasonable indifference sometimes gets in the way of the story, but one reads on, for Mr. Anantanarayanan writes with an exquisite sense of irony, taking neither the prince nor his encounters too seriously; and he pays the English language a graceful tribute by writing it superbly.

Mr. Anantanarayanan is a judge of the High Court of Madras, which may explain why he is a little casual and reserved with the creatures of his imagination. Only once does passion break through. It comes, most unexpectedly, in a poem addressed to tax collectors, which should be in all anthologies.

THERAPY IN VENICE: In spite of its tawdry title and occasional lapses into the erotic and the sensational, "**The Redhead**" (Pantheon, $3.95), by Alfred Andersch, a widely known German editor, short-story writer, and radio playwright, is a serious attempt to analyze the reasons that compel a sensitive, cultivated woman to escape, on impulse, from the mockery of her marriage in search of something real that will restore meaning to her life.

When Franziska (the fact that she is German has little direct bearing on the story *per se*) suddenly reaches the point of no return in her relationship with her rich, complacent husband, they are in Milan buying pictures for an art gallery. With little money and only a copy of her *vade mecum*—William Faulkner's "The Wild Palms"—for luggage, she rushes to the station and buys a ticket for Venice, the first place that comes to her mind. Why Venice in January? It is not until she regains her composure on the train that she realizes she has been motivated by the forlorn hope that in the alien, fog-swept, wintry quietude of a city she has known under happier circumstances she can find the strength to divest herself of the habits, yearnings, agonies, and stale pleasures that have transformed her into a person she can no longer recognize or tolerate.

In alternating chapters, but along parallel lines that converge with Franziska's only in the last chapters, runs the story of an anti-Fascist Venetian musician, Fabio Crepaz, first violinist of the Teatro Fenice orchestra, whose life is also unfulfilled. Intercutting the two major narrative threads is the brief but recurring sing-song of an old fisherman's formless thoughts as he sits in his swaying boat, endlessly angling for eel.

Through the skilful interweaving of these three motifs and the use of italicized inner dialogue—which, by blotting out the limitations of time and space, permits a simultaneous presentation of past and present—the action proceeds with the speed and complexity of thought.

Structurally the book (which is translated by Michael Bullock) is an acknowledged tribute to the Faulknerian narrative technique evolved in "The Wild Palms." In spirit it calls to mind Graham Greene. But these obvious influences, and the dash of Hemingway in the fisherman's plaint, have been fused in the crucible of an original mind thoroughly at home in the cross-currents of European political and social life.

From it emerges an "international" novel that successfully transcends the narrow concept of nationality and envisions characters not in terms of stereotypes but as human beings rooted in their own individuality.

SYMBOLIC SIBLINGS: Summer must end, and so must childhood—tragic facts of existence to which reconciliation may often be painful and sometimes impossible. In an excellent first novel—"**The Other Side of the Summer,**" translated by Richard Howard (Braziller, $4)—a young Frenchman, Jean-René Huguenin, tells the story of a person who could not be reconciled and, in his anguish, destroyed himself and all those about him.

Olivier is a dark and brooding young man, come back from his two-year military service to the family summer house on the coast of Brittany. He has no love for his widowed mother, suddenly broken and old, nor for his elder sister, Berthe, who dulls her pain at being fat and lonely by food, naps, and the bottle. But for his younger sister, Anne, the playmate of his childhood, he feels a tenderness so intense and jealous that it cannot be unsuspect. She is engaged to marry Pierre in the fall; notwithstanding, during the last long summer together brother and sister frolic on the rocky beaches, playing once more the games they had invented as children. Pierre joins in as best he can—as do the young vacationers with whom they go sailing and bathing—but Olivier and Anne remain a couple apart, watched by the others with anxious embarrassment. The summer sunshine and the sea, constantly evoked through lovely word-painting, take on symbolic value to make the drama being enacted in this setting an archetype of human experience. Hence despite the caresses, the dream experiences, even the visit to Anne's bedroom the night before her departure, the novel is less a story of incestuous love than a sort of myth.

From the picture on the dust jacket one could think that the author, Jean-René Huguenin (aged twenty-five, graduate of the Institute of Political Studies, literary journalist whose articles appear in *Arts*), has drawn his own physical portrait in his lean and handsome hero. How much of his personality he has given him is of course impossible to say, but Olivier is so real that only an author still bearing the wounds of young manhood could have created him. His fixation is only incidental—doubtless inspired by Chateaubriand's famous tale of René and Amélie, which seems to have guided Huguenin greatly in his literary formulations; basically what possesses Olivier is the adolescent fury to conquer and destroy, to give full measure of his strength in crushing the vile and seizing the sublime. He must test to the breaking point his self-discipline and his power to yield. Exasperated by emotions he does not comprehend, he seeks refuge in the past, which he longs to perpetuate. Although he seems a diabolical wretch to himself—and perhaps to his author—we may look upon him more kindly and, for the mischief he makes, blame the gods.

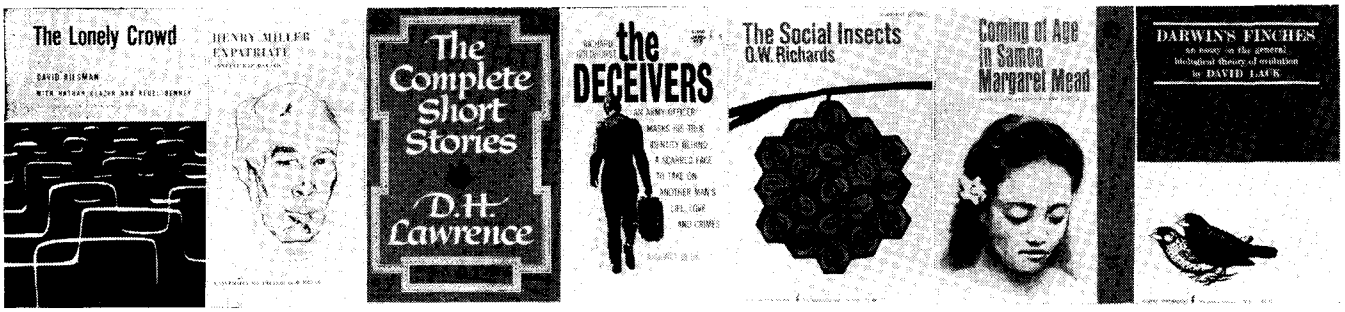
This is a boyish novel—boyish for some amateurish writing and for too obvious a borrowing from Chateaubriand; chiefly boyish, however, for its spirit of splendid uncompromise with life. If Huguenin has tried to rewrite "René" for his generation, I am not sure that he has not succeeded.

—Laurent LeSage.

ROBIN HOOD IN ANATOLIA: "**Memed, My Hawk**" (Pantheon, $4.95) comes to us from Turkey in a fluent translation by Edouard Roditi. The author, Yashar Kemal, was afflicted with a stutter in

(*Continued on page* 55)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



PICK OF THE PAPERBACKS

HENRY MILLER'S rather special place in American letters teeters on the border of acceptability. Whether in Paris, Greece, or Big Sur, Miller has been attacked for the pomposity of his prose and his barbed pronouncements on American culture. Worse yet, he has been taken far more seriously as a culture critic than as a writer. Still, Miller himself doesn't seem to mind, and he has ridden out worse storms than the tempest that greeted the American publication of "Tropic of Cancer." Now he is rewarded with academic consideration in the form of a University of Pittsburgh paperback. **"Henry Miller, Expatriate"** ($2.50), by Annette Kar Baxter, is a scholarly yet energetic discussion of Miller as exile, nonconformist, and seer.

WHAT'S NEW: Someone over at Anchor Books must lie awake at night thinking up ideas for new series. The latest, which gets under way next month, is called Natural History Library, and it boasts an impressive list of authors, including John Burroughs, John Wesley Powell, and George Gaylord Simpson. Published in cooperation with the American Museum of Natural History, each book will bear a new introduction by one of the Museum's distinguished scientists. . . . The author of a Signet original novel, **"The Deceivers"** (35¢), is named Richard Goldhurst, a young man who has been teacher, actor, stage manager, radio and TV writer. He is also associate editor of the *Carolina Israelite*, which means that he's working for his father, writer-humorist Harry Golden. . . . One of the books people are talking about is **"The Un-Americans"** (Ballantine, 50¢), a documented account of the House Committee on Un-American Activities, written by constitutional lawyer Frank J. Donner, a man who pulls no punches in describing the HUAC's abuse of power. . . . Henry Steele Commager has written an introduction for the Signet Classic edition of Jane Addams's **"Twenty Years at Hull House"** (75¢), which New American Library will publish in September. —ROLLENE W. SAAL.

SHORT STORIES

Collections of short stories rarely compete successfully with novels, and until now paperback publishers, profit-motivated, have usually stayed away from them unless disguised as titillating bedside anthologies. But the reserve of novels, like the oil in Venezuela, cannot last forever, and recently the supply of short stories has been on the rise.

The most ambitious attempt is **"The Complete Short Stories of D. H. Lawrence"** in three volumes (Compass, $1.45 each), one of whose chief virtues is the absence of the usual lengthy introduction that rehashes what everyone has already said about the author. Lawrence was a highly individual writer. He had something to say, often the same thing and often to the destruction of his art. He was uneven. These qualities are apparent in the stories, resplendent among which are "The Prussian Officer," "England, My England," and "Tickets Please."

"The Portable Maupassant" (Viking, $1.65) contains, along with the brilliant "A Woman's Life," such familiar examples of Maupassant's remarkable gift for storytelling as "Boule de Suif" and "The Necklace."

It's always amazing that someone as expansively articulate as Henry James ever mastered the short story. The truth is, no one ever mastered it better. In **"The Marriages and Other Stories"** (Signet, 50¢) are selections that range from "The Pension Beaurepas" (1879) to "Julia Bride" (1908).

Stories by Joseph Conrad are always worth the purchase price, even though the examples in **"Tales of the East"** (Anchor, 95¢) are hardly to be reckoned with his later and greater stories. But even here in these early tales Conrad's concern with the mystic, the alien, with guilt and honor, is very much apparent.

Three of Stefan Zweig's most famous stories have been collected in **"The Royal Game"** (Compass, $1.25). Along with the title story are "Amok" and "Letter from an Unknown Woman" (on which Max Ophuls based his sentimental but endearing motion picture). Chess lovers especially will find "The Royal Game" intriguing.

THE CRITICAL EYE

F. L. Lucas's **"The Search for Good Sense"** (Macmillan, $1.95) might be called a charming book if that didn't imply a kind of frivolity. There's nothing lightweight about Mr. Lucas's portraits of four eighteenth-century writers: Johnson, Boswell, Chesterfield, and Goldsmith. Each had his own special quality, and the wonder of it is that Lucas was able in brief, literate essays to capture these unique spirits.

In **"The Great Experiment in American Literature"** (Praeger, $1.50) Carl Bode has collected critical essays by eminent scholars on distinguished writers. Robert Spiller discusses Poe, Geoffrey Moore appraises Wallace Stevens, and, in one of the best pieces in the book, Arthur Mizener evaluates the work of Hemingway.

Another anthology is Irving Howe's **"Modern Literary Criticism"** (Evergreen, $2.95). Thirty-one essays present a varied and lively sampling of opinion, including T. S. Eliot and Virginia Woolf, Allen Tate and Herbert Read.

SOCIETY

As an anthropologist Margaret Mead is necessarily concerned with cultural

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

changes. She is also interested in the shifts that have occurred within the field of anthropology itself. In a new introduction to her first book, **"Coming of Age in Samoa"** (Apollo, $1.75), Dr. Mead writes, "Anthropology has changed from a discipline that was primarily concerned with recording and analyzing fossil and transient ways of life, the primitive and the near primitive, to a science acutely concerned with change." Research methods and tools have improved; now scientists trek into the wilderness armed with tape recorders and film equipment. Nonetheless, this book, written in the 1920s, remains a fascinating and informative account of youth in a primitive society.

In **"New Lives for Old"** (Mentor, 95¢), Dr. Mead describes the transformation that civilization has brought to the Manus Islanders in remote New Guinea. The author visited the primitive islanders in 1928 and again in 1953, and this study records the changes she witnessed. Excellent photographs.

Bronislaw Malinowski's **"The Dynamics of Culture Change"** (Yale University Press, $1.45) examines race relations in Africa and explains what happens when white culture comes into contact with native beliefs. Written nearly twenty years ago, the book is still pertinent with respect to understanding the changing face of modern Africa.

Without **"The Lonely Crowd"** (Yale University Press, $1.25) we might never have thought about inner-direction and other-direction. Written by David Riesman with Nathan Glazer and Reuel Denney eleven years ago, this book created a stir that has not yet died down. This, an abridged edition, has a lengthy new preface by the author. **"Life of the Past,"** by the Distinguished Harvard paleontologist George Gaylord Simpson, (Yale University Press, $1.45), explains in a layman's terms the ancient world of fossils. The sections that tell how fossils provide clues to man's past are particularly absorbing. Illustrated.

NATURE

Just about anything that crawls, burrows, or climbs interests Lorus and Margery Milne. In **"A Multitude of Living Things"** (Apollo, $1.95) these well-known naturalists describe all manner of animal life from the courting of a water spider to the peculiar sensitivity of bats, and they do it all with unabated enthusiasm and verve.

If you're not familiar with the nature writings of Joseph Wood Krutch, **"The Twelve Seasons"** (Apollo, $1.50) is a good place to start. It's a beautful little book, reflective, literate, written by one who seems to understand and accept animal and human life with equal good spirit. There is a chapter for each of the months, their flowers, foliage, wildlife. August, says Mr. Krutch, is the month of asters. "Their blooming is part of a grand ceremony, part of what is called in France . . . the *pompes funèbres*. Someone is hanging purple on the doorpost of summer."

In 1835 Charles Darwin visited the Galapagos Islands, where he found animal and birdlife just right for his studies. The drab finches particularly interested him, and when he returned home he set to work seeking the relationship between the island finches and those varieties known to England. **"Darwin's Finches"** (Torchbooks, $1.40), by David Lack, interprets the evolutionary process through the specific growth and changes seen in these small birds.

Garrett Hardin's **"Nature and Man's Fate"** (Mentor, 75¢) is a biologist's study of evolution and heredity, exploring far beyond Darwin's domain into the realm of survival in an atomic age.

Wasps and bees, ants and termites each live in highly complex little kingdoms, all of which captivate O. W. Richards. Crammed with facts about the insect world, his book **"The Social Insects"** (Torchbooks, $1.50) is seasoned throughout with the author's sense of unending wonder.

CENTENNIAL

"This Hallowed Ground" (Cardinal, 50¢) is probably the best-known account of the Civil War by a modern historian. Deservedly so, because Bruce Catton not only tells of battles and strategies, but fills his drama with real-life heroes and villains.

Stefan Lorant's picture biography, **"Abraham Lincoln"** (Mentor, 75¢), is a touching tribute to the man who, as the many photographs show, lived and suffered his country's anguish.

Your Literary I. Q.

Conducted by John T. Winterich

ABC . . . XYZ

Listed below is a clutch of literary characters (first or last names) from A to Z and alongside them, also from A to Z, are the names of the authors who created them. Elizabeth Mills of Springfield, Missouri, asks you to assign the correct characters to the correct authors. Titles of works are given with the answers on page 55.

A. Artaban	( ) Austen
B. Bess	( ) Beerbohm
C. Cyrus	( ) Cibber
D. Dorian	( ) Dickens
E. Esther	( ) Eliot
F. Frankenstein	( ) Faulkner
G. Gemelli	( ) Graves
H. Hiawatha	( ) Hardy
I. Ichabod	( ) Irving
J. Joey	( ) Jonson
K. Kim	( ) Kipling
L. Lovelace	( ) Longfellow
M. Merrygreek	( ) Mitchell
N. Nana	( ) Noyes
O. O'Driscoll	( ) O'Hara
P. Prufrock	( ) Poe
Q. Quentin	( ) Quarles
R. Roderick	( ) Richardson
S. Scarlett	( ) Shelley
T. Tess	( ) Tennyson
U. Urish	( ) Udall
V. Volpone	( ) Van Dyke
W. Willoughby	( ) Wilde
X. Ximena	( ) Xenophon
Y. Yniol	( ) Yeats
Z. Zuleika	( ) Zola

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

And the Man Jumped Over the Moon

By Alice Dalgliesh

A CHILD sits on her mother's lap, watching on television an astronaut launched into space. She is only three years old, yet she seems to take what she is seeing with quiet understanding. "Rocket" is an early word in her vocabulary. What is actually in her mind we cannot know.

A boy, four years old, rushes to get the weekly news magazines before any adult in his family can appropriate them. Are there pictures of rockets? Jets? Another astronaut? These are our children (actual ones), and whether we like it or not they will have a life on two or three levels. More successfully than adults they will project themselves into space, live in their immediate world and also in other worlds of their imagination. As we realize this, and their inexperience, they appear to us the most marvelous jugglers of ideas.

In America we have always suffered from extreme anxiety about our children. We have tried, especially in school, to guard them, to see that their ideas of the world developed in an orderly way. First their own home, their own neighborhood, the familiar milkman, the grocer, the baker. . . . Suddenly orderly progression has been partially swept away by television, then by space exploration. These children will ask for books about space, and they will want them even when they are young. On the other hand, they will continue to read the simplest of stories with equal enjoyment. They will include in their broad sweep the various adventures of Ruthven Todd's Space Cat (Scribners) and of Ellen McGregor's Miss Pickerell (Whittlesey House). Indeed, with some children enchantment may win out. The simplicity and ease of transportation on a magic carpet or in Andersen's story of "The Flying Trunk" may prove more satisfying than the rocket. Who can tell? Most likely they will take both. I see from advance publicity that Harcourt's famous family "The Borrowers" is now going to be "The Borrowers Aloft," but I'm pleased to find their means of transportation is nothing more modern than a balloon!

Young people in the older group demand solid facts about space. A few of the new books have been a little lightly passed over in certain reviews as not "completely up to date." Can books ever attain this? There are, however, some excellent ones, taut and shipshape and businesslike, as they should be. They give us essential information. But we have had a brief view through Virgil Grissom's small window—the window that made him almost "stop working" as he saw the darkness of space, the incredible brightness of the earth girdled by that band of blue we call the sky. And we long for a writer—just *one*—who can give us the true feeling of space as Rachel Carson gave us of the sea. Perhaps this will come later, when man is more at home in space, sure of survival.

Windows on Space

THE UNIVERSE. *By Herbert S. Zim. Illustrated by Gustav Schrotter.* 64 *pp. Morrow.* $2.75. At a library meeting a few years ago when a list of "books worth their keep" was handed out, I heard the editor who was sitting next to me muttering "Zim–Zim–Zim" under her breath. Obviously, the list ended with Z, and there were quite a few "Zims." Dr. Zim has been widely known for his brief, clearly written science books. This year he has chosen to put a large subject in a rather small container. It is no mean feat to take a child through the expanding universe from Ptolemy to Palomar in sixty-four pages, including many diagrams. But compact and taut as the book is, it gives a surprising amount of information, and it succeeds in making us feel: "Now the universe, as we know it, is so big and our spot in it so small it is hard to know our true place." Esthetically, the first two pages of the book should not combine a galactic background with text, credits, copyright, and Library of Congress card catalogue number. These do not "inspire awe." They clutter. Ages 8-12.

—From "Space Cat."

THE ASTRONAUTS: Pioneers in Space. *By The Astronauts with Loudon Wainwright. Golden Press and The Editors of Life.* 92 *pp.* $2.95. Once he has passed all the printed matter on the cover of this jacketless book, the reader is brought exceedingly close to Project Mercury. With the help of an editor from *Life* the seven astronauts tell their own story, each taking a different phase of the subject. Commander Shepard is shown being fitted for his contour couch—the empty couches leaning against the wall and looking absurdly like green cookie cutters. The second edition, already printed, includes Alan Shepard's story and brings the book up to date, or as up to date as it can be kept, for now Grissom has made his flight. The book has spectacular pictures in color and black and white. Ages 10 up.

EXPLORING BY ASTRONAUT: The Story of Project Mercury. *By Franklyn M. Branley. Illustrated by Helmut K. Wimmer. Crowell.* 104 *pp.* $3.50. Although this book does not include the three recent space flights, it is a good supplement to the astronauts' own stories, for it covers space achievements still to be attained by the USA. It is good-looking, briskly to-the-point, with well-printed, clear photographs, a most readable type page, interesting diagrams—all those things most important to the young person selecting it to read. Sources of information are given, and there is an efficient index and brief bibliography. Ages 10 up.

MAN ON THE MOON: Our Future in Space. *By James Throneburg. Illustrated by Peter Plasencia. Knopf.* 64 *pp.* $2.75. For readers somewhat younger than most of the group dealing with space, this starts with moon legends and beliefs about the moon, after which the reader himself takes an imaginary part in a moon voyage. There are slight overtones of science fiction: a six-passenger moon vehicle with the men sitting in two rows of semi-reclining seats, and floating around in free flight. Perhaps this is a look into the far future? Our present actual plans for a moon vehicle seem different. But children will love the adventure of it. Ages 8-10.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Fantasy and Fact

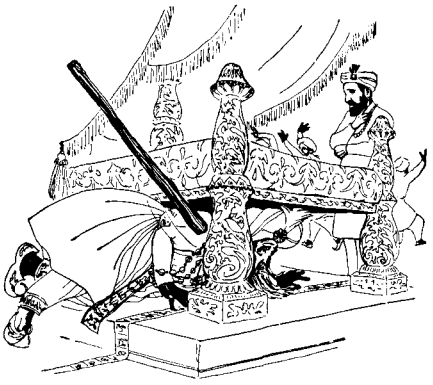
ROCKETS TO THE MOON. *By Erik Bergaust. Illustrated with photographs. Putnam.* 48 *pp.* $2.50. Here we also go considerably ahead: "This is the story of our moon-rocket program, the factual account of what we have done to date, and, as far as it is possible to project, the plans we have for the future." Rough-landing and soft-landing spacecraft are pictured, in clear diagrams and pictures. Project Apollo, which will take man around the moon and back to earth, is predicted for 1969 or so. "Landing men on the moon probably will take place in 1970, give or take one year." Space suits for the lunar ship and special heavy suits for the moon are pictured. An interior view of a safe lunar base is given, complete with a neat little rack for hanging traveling space suits. At the end, and on the jacket, the artist has projected a moon ship with "anti-gravity" motors. Ages 10 up.

WHIRLING WINGS. *By John J. Floherty and Mike McGrady. Illustrated with photographs. Lippincott.* 156 *pp.* $3. Helicopters come into the limelight when there is an astronaut shot into space—for they retrieve him. But, as Mr. Floherty says, a helicopter is also an ambulance, a boat, a bus, a camera, a car, a cowboy, a tractor, a train, a warrior, and several more things. An interesting chapter entitled "That Others May Live" tells of the Air Rescue Service; others describe "The News Room Dragonfly" that pioneered in collecting news and solved a murder, the "Sky-Borne Farmers," and "The Heli-Bus." One chapter gives the history of the helicopter and another the training of the pilot, for its up-and-down system requires elaborate controls. Boys will like this book. It ends with a look into the future and the possibilities of the air scooter. "The whirlybird of the future may be as large as a football field or as small as a bicycle." Ages 11-16.

WHAT DOES A PARACHUTIST DO? *By Wayne Hyde. Illustrated with photographs. Dodd, Mead,* 64 *pp.* $2.50. This useful and explicit book begins with Leonardo da Vinci's idea for a parachute and the first parachute jump in England, continues through the work of parachutes today—in slowing a space vehicle, of course, and other tasks, such as fire fighting. The training of a parachutist seems almost as rigorous as that of an astronaut. We see him doing the exercises demanded, getting out of tight situations, learning to pack his parachute. We are right with him as he balances at the door of the plane, where "he keeps his head up and looks straight out at the horizon, never down at the ground below," then as he steps out into space. What happens if he lands in a tree? We find out, and, after proper training, it is not as complicated as one might think. Ages 8 up.

—From "Read to Me Again."

READ TO ME AGAIN. *Compiled by The Child Association of America. Illustrated by Garry MacKenzie. Crowell.* 142 *pp.* $2.50. One of a group of "Read Aloud" anthologies, this contains thirty-six stories that very young children can enjoy. It begins with the simplest of recapitulation stories, "When You Were a Little Baby," which could be read to a two-year-old. One of my favorites for small children, Margaret Wise Brown's "Where Have You Been?," is here; it used to be in a most lovable little picture book illustrated by Barbara Cooney. Although no collection of stories can take the place, for young children, of the individual picture book, this will be most handy to have in the house. Pictures are attractive and clear, well suited to the stories. Ages 3-5.



—From "Toontoony Pie."

THE BIG RAIN. *By Françoise. Illustrated by the author. Scribners. Unpaged.* $2.95. That popular little French girl, Jeanne-Marie, now has her most exciting adventure. The river rises and floods her village, and Jeanne-Marie is most busy helping Grandmother upstairs, hurrying the animals to the hill, and, of course, saving herself. The clouds are gray but all through the pictures slant lines of colored rain. Children will envy Jeanne-Marie as she signals from the roof with a lantern and is rescued in a boat. The sun comes out again and all is well—*"Vive le gai soleil!"* As always, Françoise charms us. Ages 4-6.

THE UNICORN WHO WANTED TO BE SEEN. *By Lotte K. Hahn. Illustrations by Christine Price. Warne. Unpaged.* $2.75. This fantasy is based on research and incorporates several Unicorn legends. One morning an old German sculptor opened his window to see a Unicorn looking in. "Hullo," said the Unicorn, "I want to talk to you." The story fluctuates between retaining a mysterious, medieval feeling (enhanced by decorative pictures) and being modern—but then who knows how Unicorns talk? There is a strange little miracle at the end when the Unicorn identifies himself completely with the bronze sculpture made by the old man. Ages 8-11.

TOONTOONY PIE AND OTHER TALES FROM PAKISTAN. *By Ashraf Siddaque and Marilyn Lerch. Illustrated by Jan Fairservis. World.* 158 *pp.* $3.50. These folk tales from Pakistan make a good addition to the folklore shelves, and will be welcomed by storytellers. The Toontoony bird is the resourceful Pakistani hero. Like Reynard the Fox, he always outsmarts the other creatures. As the Introduction suggests, some of these stories may have been the basis of European folklore. With one similar to "The Old Woman and Her Pig," diffusion may have traveled the other way. The artist who illustrated this attractively made book has lived in Pakistan. Ages 8-12.

LONELY MARIA. *By Elizabeth Coatsworth. Illustrated by Evaline Ness. Pantheon. Unpaged.* $3.25. This slim, charming book is an allegory, and will have a haunting appeal for imaginative adults and children. Maria is shown drawing on the sand—her brown skin and red dress warm against the background. What she draws seems to her to come to life, but children reading it will understand perfectly as her father walks right through her house and garden without seeing them. And when her pictures are washed away by the sea there is time to start all over again, as there is after the most devastating loss. Ages 10 up.

WESTERN BUTTERFLIES. *By Arthur C. Smith. Illustrated by Gene M. Christman. Lane Book Co., distributed by Lippincott. Unpaged.* $2.95. It must be satisfying for California, Arizona, and other Western children to have a book entirely about their own butterflies. Beginning with the life story of the butterfly, this volume gives characteristics of various types, including the scrappiest (some butterflies will even try to pick a fight with a bird). And some migrate. The pictures are full-color paintings, showing both habitat and butterfly. It would be pleasant, however, if the butterflies could be identified without numbers on the pictures. The last chapter takes up butterfly collecting and gives specific suggestions for it. All ages.

SIXTEEN AND OTHER STORIES. *By Maureen Daly. Decorations by Kendall Rossi. Dodd, Mead.* 157 *pp.* $3. Maureen Daly has written quite a number of books but "Seventeenth Summer" is probably the one that will always be most closely associated with her name. Here she uses the the title of her first story, "Sixteen," written at that age, for a collection that will be most welcome. Inevitably the stories are uneven, but their titles will call the teen-age reader into the book: "The Love Letters," "You Can't Kiss Caroline," "Love Is a Summer Word"—the latter taken from "Seventeenth Summer." All show an understanding of young people that is rather rare. Ages 13-16.

—From "The Big Rain."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Saturday Review

Editor: NORMAN COUSINS
Publisher: J. R. COMINSKY
Associate Editors: HARRISON SMITH, IRVING KOLODIN, HORACE SUTTON

Associate Publisher
W. D. PATTERSON

Managing Editor
RICHARD L. TOBIN

Science Editor
JOHN LEAR

Poetry Editor
JOHN CIARDI

Education Editor
PAUL WOODRING

Production Manager
PEARL M. STEINHAUS

Book Review Editor
ROCHELLE GIRSON

General Editor
HALLOWELL BOWSER

Feature Editor
JAMES F. FIXX

Editors-at-Large
CLEVELAND AMORY
HARRISON BROWN
JOHN MASON BROWN
FRANK G. JENNINGS
JOSEPH WOOD KRUTCH
T. S. MATTHEWS
WALTER MILLIS
ELMO ROPER
JOHN STEINBECK

Contributing Editors
HOLLIS ALPERT
HENRY HEWES
GRANVILLE HICKS
ARTHUR KNIGHT
KATHARINE KUH
ROBERT LEWIS SHAYON
JOHN T. WINTERICH

Solutions Without Explosions

EDITOR'S NOTE: *Arthur Larson, author of the following guest editorial, is a former Under Secretary of Labor and director of the United States Information Agency. He is now director of the World Rule of Law Center and professor of law at Duke University.*

PRESIDENT KENNEDY'S recent television speech on Berlin was mostly about military strength. But in the middle of this speech, the President threw a non-military one-two punch which in the long run may prove to exceed the military proposals in potency and promise. The President said:

> If anyone doubts the legality of our rights in Berlin, we are ready to have it submitted to adjudication.
>
> If anyone doubts the extent to which our presence is desired by the people of West Berlin, compared to East German feelings about their regime, we are ready to have that question submitted to a free vote in Berlin, and, if possible, among all the German people.

The beauty of this passage is that, in two sentences, the President has identified and accepted the two fundamental steps in the orderly settlement of international disputes. The pattern is simple, strong, effective, and appealing: as to present legal rights, adjudication; as to proposed changes in rights, self-determination.

It is too often forgotten that almost every international dispute has two parts. There is disagreement over present legal rights, and there is a demand by the party dissatisfied with present rights for a change in these rights.

Much of the confusion in the Berlin dispute has resulted from a mixing of the two. A somewhat oversimplified listing may help to unscramble the issues:

The legal issues as to present rights: Khrushchev's note of November 27, 1958, seems to rest on the legal assumption that the right of access to West Berlin was part of the four-power occupation regime in Germany established by the Potsdam Agreement; the United States contends that its rights in Berlin rest primarily on right of conquest and not on any agreement with the Soviet Union.

Khrushchev in the same note asserts that the occupation regime envisioned by the Potsdam Agreement has lapsed because of violations by the Western states and because of changed conditions including the establishment of two German States, and that all rights of access have become "null and void"; the United States denies that the obligations under the four-power agreement have lapsed for any reason, and bolsters Western rights of access by reference to the Jessup-Malik agreement of 1949 and to agreements by presidential correspondence, by practice, and by day-to-day arrangements in Kommandatura committees. It also cites a familiar principle of domestic and international law under which, when an "island" like Berlin is created, an implied right of access is also created.

Khrushchev and the East Germans repeatedly state that the legal effect of a separate peace treaty between the Soviet Union and East Germany would be the destruction of all Western rights of access to Berlin; the Western position is that the Soviet Union cannot legally make such a treaty, that any attempt to do so would be a nullity, that the Soviet Union would lose no obligations and the East Germans would gain no rights in relation to the Western Allies by such a move, and that in any event the "servitude" created by the implied right of access would, under international law, pass as a binding obligation to East Germany even if it were recognized as a sovereign state.

The diplomatic issues as to proposals for change: The Soviet Union has proposed a set of moves that would include West German withdrawal from NATO and establishment of a free city of West Berlin under United Nations guaranty, provided East Germany participates in the negotiation; the Western Allies have proposed free elections and unification of Germany.

With this mixture of legal and diplomatic questions stirred up in one diplomatic pot under great heat and pressure, it is not surprising that little progress has been made toward an orderly settlement. Diplomatic bargaining is difficult enough if the parties start from a consensus on present rights. But how can nations bargain about future rights if they do not know what their present rights are?

President Kennedy's two quoted sentences, then, constitute a significant contribution by the very fact of recognizing the duality of international disputes and of applying legal solutions to legal questions and political solutions to political questions. Indeed, as is all too often forgotten now, this is the pattern laid down in the Charter of the United Nations, which states in Article 36(3) that "legal disputes should as a general rule be referred by the parties to the International Court of Justice." Unfortunately, the practice has grown up of referring legal as well as political questions to the Security Council or the General Assembly, both political bodies. A good example of the ineffectiveness of trying to settle legal disputes in a political forum is the long-standing quarrel raised by the actions of the United Arab Republic in asserting belligerent rights against Israeli ships and cargos destined for or coming from Israel, desiring to tran-

(*Continued on page* 30)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

LETTERS TO THE EDITOR

TRIBUTE TO HEMINGWAY

ERNEST HEMINGWAY would have shouted *olé!* to *SR*'s special commemorative issue of July 29. I have been a Hemingway *aficionado* for many years, but I learned more about him from the single issue than I did from all my reading of his own books. You aimed at the target from many different angles, and seldom failed to score a bull's-eye. . . . Shakespeare had his Milton, Johnson had his Boswell, and Hemingway has his *SR*.

EDWARD TOMASIAN.
Capistrano Beach, Calif.

. . . A MAGNIFICENT tribute to our great Hemingway!

LILLIAN FEDER.
Cedar Rapids, Iowa.

. . . THE FINEST THING on Hemingway I've read in any publication.

A. L. HARNDEL.
New York, N.Y.

YOUR HEMINGWAY ISSUE seemed rather awkward and strained. . . . There is an unfortunate tradition in our journalism that protects the critic by giving him the last word. Yet readers must be free to shout "folly" whenever they spy it in a critic's work. We cannot accept journalists as infallible pronouncers of the final truth. You, sirs, have given us a catalogue of precious rubbish.

HENRY L. FOOTE.
San Jose, Calif.

THANKS FOR YOUR splendid Hemingway issue. It's one copy of your magazine I'll never throw away. . . .

STUART G. WEBB.
Rolfe, Iowa.

. . . I BELIEVE a large part of Hemingway's appeal was for those of our timid generation who rarely go through anything more dangerous than the automatic door at a supermarket. . . .

ROBERT LABOUR.
Sand Lake, Mich.

I KNOW THAT *de mortuis nil nisi bonum*, but it seems to me that, amidst all the eulogies, it ought to be pointed out that Ernest Hemingway set an example in his work and in his personal life of a brutality and cruelty which has had its effect upon the youth of two generations.

Once long ago I sat with him and a group of Americans of "The Sun Also Rises" period on the terrace of the Dôme in Paris and heard him relate, with gusto, his experience the night before at a cock fight. He left no detail to our imagination and his eyes shone with an excitement which communicated itself, however much some of us were shocked.

I saw him again, much later, after his first Spanish experience at a dinner given by a mutual acquaintance. This time we were subjected to a brilliant but revolting review of a bullfight. He seemed to me to take obvious delight in the bull's and the gored horses' suffering. I never wanted to see him again or read any of his books. . . .

NEIL MARTIN.
New York, N. Y.

IT IS A COMPLETE mystery to me how it is possible for the editors of *SR* to pour forth paeans of adulation for a sadistic, merciless killer like Ernest Hemingway, who did not possess one spark of compassion for helpless creatures of the animal world. As a writer, Hemingway was able to string words together in an arresting manner, but as a human being he was devoid of compassion. He found his keenest enjoyment in the suffering of poor animals in the bullrings, praising their tormentors as "artists," extolling as exquisite ballet rhythms their cruel, bloody orgies. . . .

MRS. ALFRED C. MORNEWECK.
Stuart, Fla.

I MUST REGISTER a dissent: Hemingway just isn't that good. . . . A great writer should be comparable to people like Dickens, Melville, and Conrad. I believe that nothing of Hemingway's is nearly as good as "Bleak House," "Moby Dick," or "The Nigger of the Narcissus." If you object that this is unfair, I would add that the following, more recent works are also better: "Of Human Bondage," Kipling's magnificent short stories "The Wish House," and "An Habitation Enforced" and the Golding novel, "Lord of the Flies." For that matter, Cozzens's "Guard of Honor," Graves's "I, Claudius," and Waugh's "Brideshead Revisited" are all a notch above most Hemingway.

When it comes to blood and guts—especially those of bulls—Hemingway was in there pitching. But he knew nothing of—or was unable to communicate—subtler aspects of human existence. . . .

ARTHUR PORGES.
Laguna Beach, Calif.

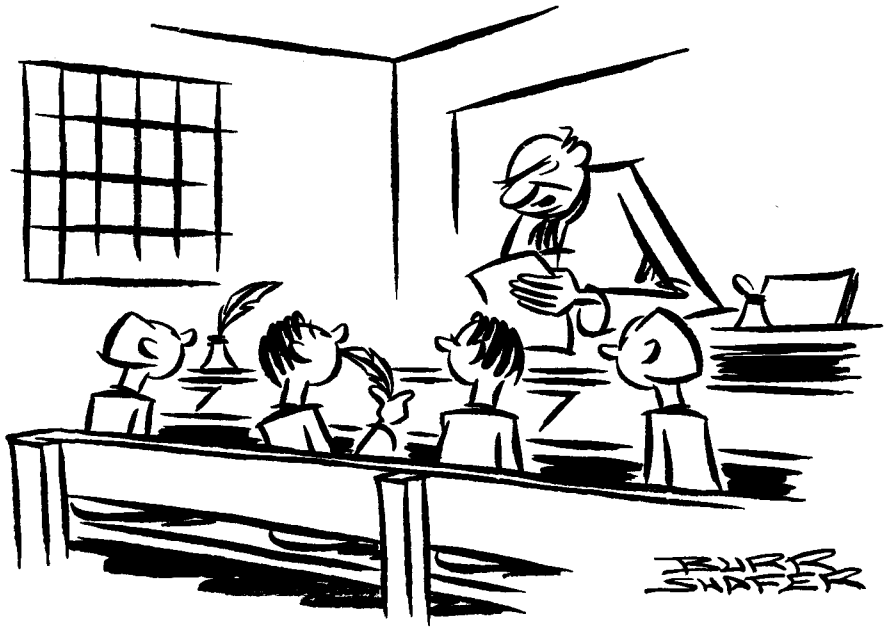
COULD HEMINGWAY have written these lines?

> Living is not the good, but living well. The wise man therefore lives as long as he should, not as long as he can. He will think of life in terms of quality, not quantity.
>
> Dying early or late is of no relevance, dying well or ill is. To die well is to escape the danger of living ill.
>
> A man's life should satisfy other people as well, his death only himself, and whatever sort he likes is best.
>
> If you like, live: if you don't like, you can go back where you came from.
>
> To live by violence is unfair, to die by violence is the fairest of all.

The Spanish Stoic Seneca wrote them 1900 years ago in a letter to Lucilius on "Suicide" (according to the translation of Moses Hadas, Anchor, 1958).

So far as I know, this literal identity with Stoicism has not been mentioned in any of the comments on Hemingway's death.

JAMES E. BEVERLY.
Toledo, O.



THROUGH HISTORY WITH J. WESLEY SMITH.
"Master Hancock, your signature is almost illegible. You will stay after school and write 'John Hancock' 100 times."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

BOOKED FOR TRAVEL

A Bargain Bali H'ai

SO MANY exotic lairs are being uncovered all the time by travel agents, travel writers, Elsa Maxwell, and other modern-day explorers, that some places rise out of the sea and sink back into oblivion before one gets a chance to visit them. It's been that way with Catalina, the island off the California coast that gave the world the silver notes of "Avalon," the song about its capital and only city, and provided William Wrigley, Jr., with a happy hobby for many years. People are always saying, "I wonder what has become of Catalina?" a query that finally moved me the other summer's day, while bivouacked in the City of the Angels, to go down to the piers and catch the boat.

While I confess to prior notions of an enlarged Hudson River Day Line excursion boat putting to sea, I was rather startled to see stewards on the quayside dressed in white coats helping passengers with their baggage and looking for all the world like a shore party dispatched by the Berengaria to help board the customers. Even the quay building was cavernous, and what with everyone gotten up in dress whites and the music—albeit canned and playing "Avalon"—bouncing off the ship's sides, a tripper's tremor of boat-day excitement spread across the atmosphere. A friend had suggested having breakfast on board ship and that brought me visions of the white tablecloths and the splendid cuisine served aboard the trim ships that ply from Livorno to Elba, or perhaps the Capri boats from Naples.

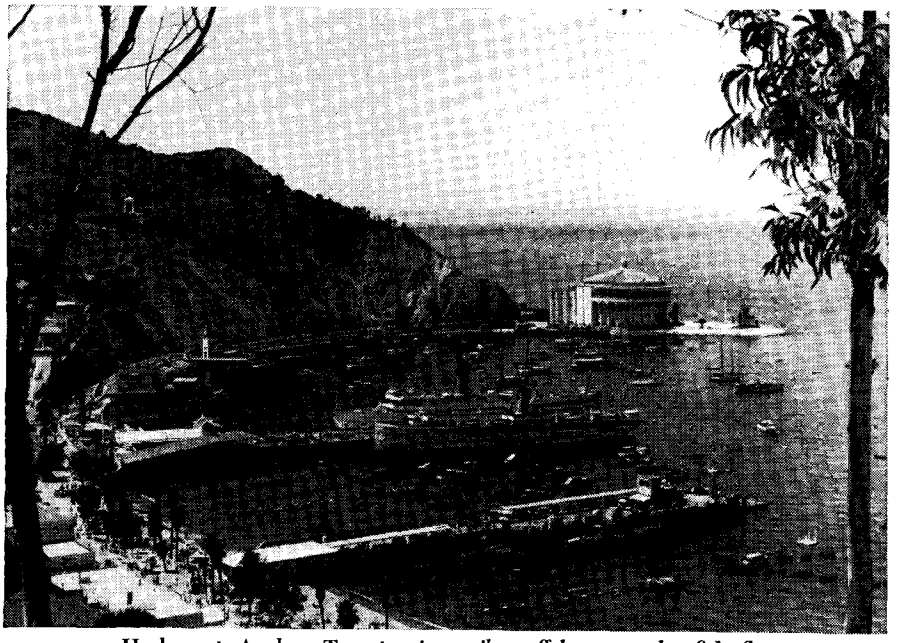
With its bizarre trim, its ancient lines, and its pink smokestack, the ship, on boarding it, seemed to me more like a bark that Alec Guinness might be steering between two English ports in a highly risible film designed to play the American art movie houses. There was, alas, no dining salon, and nourishment, should it be altogether necessary, was dispensed from enormous mechanical machines capable of dropping such epicurean specialties of the American coastwise merchant marine as popsicles, milk, fruit juice, coffee in paper cups, pastry, candy, and Fritos.

ITS pink stack standing into the wind, the *Catalina* edged from its berth and slipped past the *Höegh Cape* out of Oslo, the *Santos Maru* from Osaka, the *SS Matsonia* soon bound for Hawaii, and the *Despina K*, which called Piraeus its home port. Spread over a quay were the Oriental chairs of a vast new restaurant called the Ports of Call. There were fishing boats that wander from this home base as far as the northern limits of South America, and there was, inescapably, the voice of a combination pitchman and guide coming over the loudspeaker. Spieling was done on behalf of the shore trips and attractions that awaited the lucky travelers who would sign up early for them. In between commercials the floating audience was stuffed with essential information: Santa Catalina lies twenty-nine miles from the coast; it measures 48,000 acres, is fifty-five miles in girth, and its highest mountain is 2,109 feet above the sea. People have always tried to swim the channel, and the first to do it was George Young, a seventeen-year-old Canadian who thus garnered a fat pot put up by Mr. Wrigley. It took him 15 hours and 44 minutes to win the prize, which was $25,000.

The place was discovered long before Wrigley by a Portuguese explorer named Juan Rodríguez Cabrillo, who, unhappily, sailed north and died the following year. Sixty years later the Spaniards landed at Avalon, which the Indians, poetically enough, called the Bay of the Moons. The Spaniards ignored the island for a century and a half, leaving the 3,000 Indians, a tall, fair, and friendly race, to their own endeavors, which were mostly fishing and trapping. In the early 1900s both Russians and Americans sent trapping parties in to snare sea otter, a fur in considerable demand in the China trade. It is said that the Russians brought in chesty Aleuts to help with the trapping. In their spare time the Aleuts dispatched the Catalina Indians.

Eventually the island was ceded to the governor of Lower California and in 1895 it was bought by General Phineas Banning, who, with his sons, began to turn Catalina into a resort. Wrigley bought it from the Bannings for $3,000,000 in 1919. He brought in the Chicago Cubs to train and he included a stick of his gum in the Air Traveler's Packet being provided by the Wilmington-Catalina Airline Ltd., an early carrier. The Avalon Ballroom, built in 1925, brought the big bands through the years, Ben Bernie, Kay Kyser, the Dorsey Brothers, Hal Kemp, and scores of others. Some thirty or more songs have been published about Catalina, including "Avalon," and the 2,200 dancers which the casino can accommodate at one time have, on one occasion or another, swayed to "Down the Sunset Trail to Avalon," "Catalina Lovely Isle of the Sea," and "Catalina Aloha Oe," a title which of course borrows from nearby Polynesia, presumably part of the brotherhood of Pacific islands.

Coming over on the boat to this bargain Bali H'ai (the round trip fare is $6.82 plus tax), one is treated—coin slot sandwich meals aside—to many of the accoutrements of a full-fledged cruise. Speedboats and sailboats begin to circle the ship when she comes into view and by the time she is edging up near the dock she has picked up a full complement of aquaplaners, water skiers, and burnished coin divers who es-



Harbor at Avalon—Twenty-nine miles offshore as the fish fly.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

chew pennies but stuff their cheeks with silver and call for more.

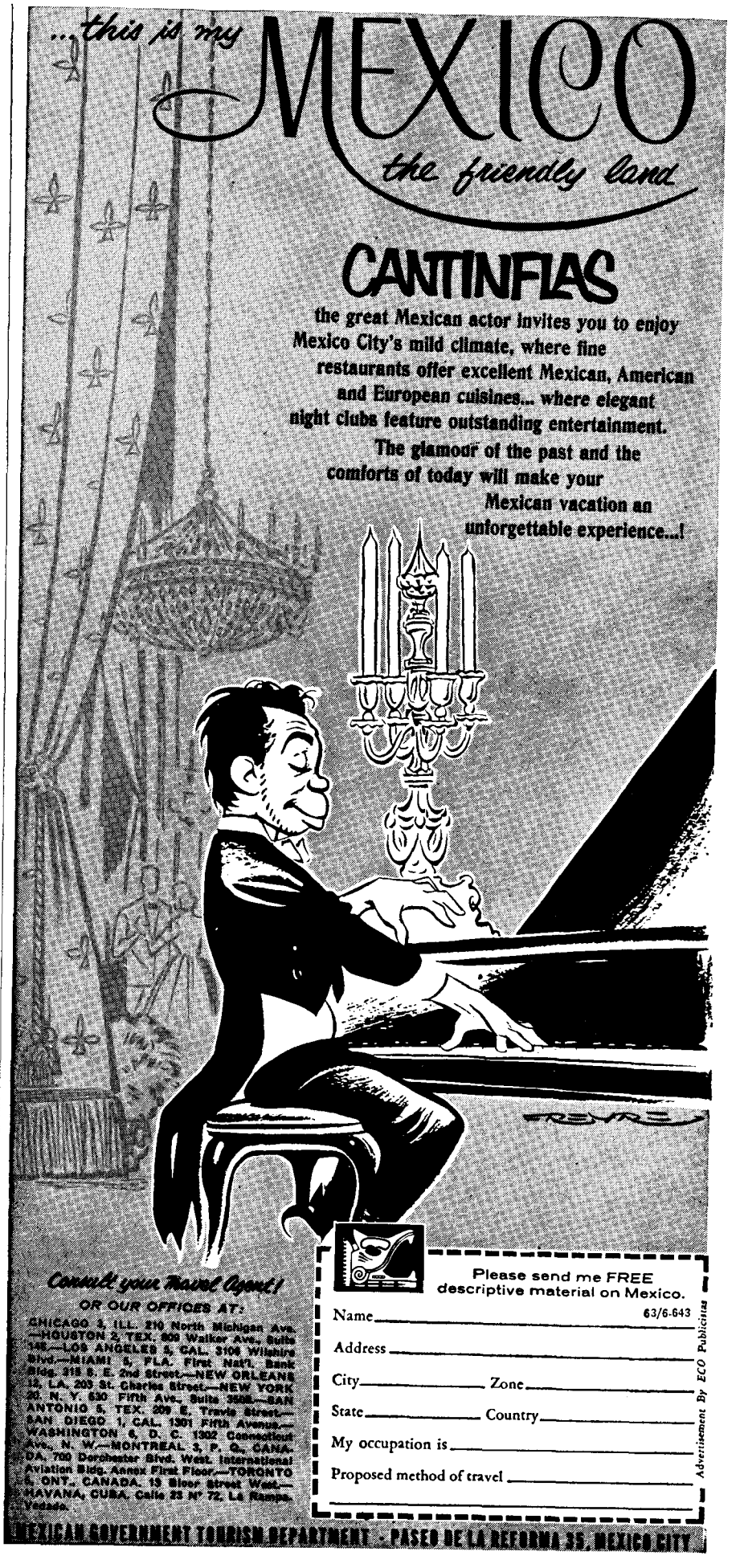
As in any cruise port, there are many shore excursions to see the sea lions, or the flying fish which arrive in April and stay into October. Said to be the largest in the world, the flying fish are anywhere from fifteen to twenty-six inches long, whistle abeam of the decks at forty miles an hour and stay in the air as long as their wings remain wet. The glass-bottom boats put out in search of octopus, lobster, and Garibaldi perch, and buses trundle up to the bird park where the residents include such oddballs as whistling tree ducks, Florida gallinules, and peacocks and flamingos. For reasons not explained, the bird park also sells emu eggs, though who can say how fresh?

All manner of fauna are on the loose on Catalina, most of them in the interior, a mysterious hardly-ever land that is shut off from ordinary tourists by electronically operated gates. Legitimate hikers are given permission to cross the barriers and there is an old hunting lodge in the outback for those who brave the trek through the parched mountainside.

Explorers afoot in the Catalina badlands might well run across wild boar, see the great herds of goat, glimpse a deer, and even see buffalo. The buffalo were of course imported, in this case by a movie company that found it cheaper to leave them here. There is a quail season, and of course the fishing has always had a wide reputation. Zane Grey, who went for big game fish, found sword and marlin so near at hand that he lived here. His house, now called Zane Grey's Pueblo, is a hotel. But it isn't even necessary to ride the offshore swells. Catalina fishermen have reeled in forty-pound white sea bass from the docks.

Other sportsmen, clad in bathing suits, girl-watch on Crescent Avenue, rent bikes, Fiat Jolly cars with wicker seats and fringe tops, electric carts, Vespas, or ride the little lavendar open-air bus. Corner stands sells *tacos* to take out, and also abalone, swordfish, dogs-on-a-stick, and caramel apples. Through it all wanders a magnificently costumed band of mariachis strumming Mexican airs. Sitting it out like pensioned dowagers are the hotels of the old era, the venerable St. Catherine, for one, a prime luxury hotel of the Pacific coast when it was built in 1918. It is large and comfortable still, and it has its own tennis courts and private beach, its own pier and hiking trails. It still commands $12 to $14 a day; the Atwater, of the same era, gets $10 to $12.

Although the Cubs, which used to play in its scrubby front yard, are gone, Las Casitas, a favored colony of house-


...this is my MEXICO
the friendly land
CANTINFLAS
the great Mexican actor invites you to enjoy Mexico City's mild climate, where fine restaurants offer excellent Mexican, American and European cuisines... where elegant night clubs feature outstanding entertainment. The glamour of the past and the comforts of today will make your Mexican vacation an unforgettable experience...!
Consult your Travel Agent!
OR OUR OFFICES AT:
CHICAGO 4, ILL. 210 North Michigan Ave.—HOUSTON 2, TEX. 809 Walker Ave., Suite 148.—LOS ANGELES 5, CAL. 3106 Wilshire Blvd.—MIAMI 5, FLA. First Nat'l. Bank Bldg. 218 S. E. 2nd Street.—NEW ORLEANS 12, LA. 203 St. Charles Street.—NEW YORK 20, N. Y. 630 Fifth Ave., Suite 3508.—SAN ANTONIO 5, TEX. 209 E. Travis Street.—SAN DIEGO 1, CAL. 1301 Fifth Avenue.—WASHINGTON 6, D. C. 1302 Connecticut Ave., N. W.—MONTREAL 3, P. Q., CANADA, 700 Dorchester Blvd. West. International Aviation Bldg. Annex First Floor.—TORONTO 5, ONT., CANADA. 13 Bloor Street West.—HAVANA, CUBA. Calle 23 Nº 72, La Rampa, Vedado.
Please send me FREE descriptive material on Mexico.
63/6-643
Name
Address
City Zone
State Country
My occupation is
Proposed method of travel
Advertisement By ECO Publicitas
MEXICAN GOVERNMENT TOURISM DEPARTMENT - PASEO DE LA REFORMA 35, MEXICO CITY

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

DISTINCTIVE AND UNUSUAL

CHRISTMAS CARDS

FROM THE

METROPOLITAN MUSEUM OF ART

A new catalogue of the famous Metropolitan Museum cards—each one based on a work of art from the Museum's own collections. This year, a Japanese goldsmith's sketch, a rubbing from a medieval church bell, five prancing deer from a patchwork quilt, a carved golden angel, a jeweled book cover from an Armenian manuscript, and a Victorian Christmas illustration are some of the sources of the nearly sixty new designs. ☆ The cards, printed in limited editions, under the direct supervision of the Museum, cost from 5 to 95 cents each. The catalogue—which also illustrates Museum jewelry and other unusual Christmas presents—will be mailed about September 1st.

The Metropolitan Museum of Art *255 Gracie Station, New York 28*

Please send me the Museum's new catalogue of Christmas cards, 25 cents enclosed $2

*Name*_____

*Address*_____

Study at home with the

UNIVERSITY of CHICAGO

"The Educated Man" can hardly be defined in a space this small, but one thing is certain: He's the rare individual who . . .

Continues learning throughout his lifespan . . . as he broadens his intellectual horizons, adds to his fund of knowledge, improves his skill in reading, thinking, writing. If you're the one in a thousand who fits this description, you'll find a magnificent opportunity for using your leisure creatively in our Home-Study program . . .

150 courses for adults . . . in Philosophy, World Affairs, Creative Writing, Latin, Psychology, Semantics, Mathematics, Art, Literature, French, Personal Investments, Pharmacology, Religion, Astronomy, and other fields.

Open to all . . . whether you're self-educated or hold the Ph. D., select any courses that interest you. INDIVIDUAL INSTRUCTION . . . begin at any time, and study at your convenience, AT HOME . . . earn academic credit. For full information, write for the Home-Study ANNOUNCEMENTS; no obligation, of course.

The Home-Study Dept.
UNIVERSITY of CHICAGO
Box SR-81, Chicago 37, Ill.

Coming September 2nd

CIVIL WAR CENTENNIAL ISSUE:
INTERPRETATION AND ROUND-UP

keeping bungalows with a Mexican motif, still thrives. In a welter of patios, powder-blue plumbago, and century plants, Las Casitas's big bungalows with full kitchens and dining rooms, folding double bed in the living room, and a twin bed in the bedroom, rent for $30 to $40 a day in the middle of summer, with 10 per cent off on stays of a week or more and 25 per cent off when it isn't summer. Every little nest comes with radio, television, and maid service. Families are usually grouped in casitas that surround a playground for noisy little types. Couples are stashed elsewhere in bungalows for two that rent for $18 in what the French like to call the "high season," and the same percentages off for weekly stays and at other times of the year.

The newest inn, about as far from the St. Catherine as La Pachanga is from Strauss, is the Pavillion Lodge, a trim motel-style cantonment where the rooms surround the center court, a cloister that brims with cactus beds, yellow daisies, rubber tree and banana fronds, not to mention sunbathers who prefer the lawn stretchers to the beach just across the road. Naturally the Pavillion Lodge gets the island's top rates, $18 double in the high season.

A guest at any hotel, indeed anyone who wades ashore and sleeps under a eucalyptus, is invited to use the country club, a gorgeous oasis dripping with crimson lake bougainvillea, tiled tables, and Santa Barbara Spanish elegance. The nine-hole course has green greens and brown fairways.

All told, Catalina, which has a permanent population of 1,600, gets half a million tourists a year. I suspect most of them sail over in the shade of the pink stack munching Fritos, coin-slot dispensed. Going home, I took to the air, more out of curiosity than complaint. The airport is ten miles from Avalon so neither of the two lines bothers with land planes. The Grumman Goose I took boarded its nine passengers on hard soil, then waddled into the water. The pilot apologized for some leaks, gunned the engines, and after a rush of water at the window which remained, in my case anyway, quite airtight, we rose to a 100 feet or so and at that majestic height, thundered over the Pacific until the coast was in sight. Then we rose to a respectable altitude, circled Long Beach, and came in for a runway landing seventeen minutes out of Avalon. I found myself, obviously brain-washed, whistling the island anthem while waiting for the cab to take me back to the Catalina's docks, where, under the eye of those white-jacketed stewards, I had parked the car and embarked across the Pacific with hopeful dreams of a sit-down breakfast and white linen. —HORACE SUTTON.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

BROADWAY POSTSCRIPT

Desire Under the Magnolias

THE NEW American Shakespeare Festival Theatre production of **"Troilus and Cressida"** elects to jump the action forward in costume and manner from the Trojan War to the American Civil War; the result is less preposterous than you might imagine. For Troy, which fought the ignominy of being forced to give up an abducted possession, bears some similarity to the Confederacy, which resented being told to give up its slaves. Furthermore, the behavior of the pre-Christian lovers seems most understandable among the elegant manners of Southern belles and gentlemen, which encouraged full-blooded passion by permitting it to happen decorously. And of course the final pillage and burning of Troy had its tragic echo in the American South of a century ago.

Thus director Jack Landau's concept is a basically interesting one, though it does jar a bit when one thinks "Yankees" and hears "Greeks," and when combats with rifle and cannon follow so much discussion of how to get two powerful swordsmen to fight each other. The cast is excellent, too. Ted van Griethuysen plays Troilus as a romantic aristocrat much concerned with honor and prophetically sad that the thing he so desires will lead to dishonor for another. Carrie Nye also seems to recognize Cressida's feminine vulnerability, and grieves over a fate she is too weak to resist. Hiram Sherman gives us a civilized Pandarus. While Pat Hingle, who plays Hector, continues to find it difficult to act and to speak verse simultaneously, he does give us a flash of his talent when he answers Achilles's insult with an electrifying "I'll not kill thee 'there,' nor 'there,' nor 'there.' I'll kill thee everywhere!" In the Greek camp headquarters, which at the beginning appears a little too much like a gathering of Boston & Maine railroad conductors, Thayer David as a sputtering Ajax, Paul Sparer as an intelligent and lonely Ulysses who talks mostly for our benefit, and Donald Davis and James Ray as Achilles and Diomed are most memorable. But best of all is Donald Harron's Thersites, who has the privilege every enlisted man wishes he had —that of telling his oafish officers what he thinks of them. In this cynical role Mr. Harron displays a remarkable mixture of physical cowardice and obsessive daring to speak the truth.

With so much that is admirable, why does this "Troilus and Cressida" seem smaller than the one Tyrone Guthrie staged in Edwardian dress a few years ago? The answer may have something to do with an apparent decrease in voltage that stems from playing each scene as a piece of plot. After all, no matter what the lines of individual interest may be, there is a war going on in this play and the characters will seem only as large as their involvement in it. If this sense of war is not brought on stage at all times, the play can—as it frequently does here—diminish into petty squabbles tied to an accidentally tragic ending.

IN CENTRAL PARK the New York Shakespeare Festival production of **"A Midsummer Night's Dream"** goes all out for slapstick fun. Under Gerald Friedman's direction, Albert Quinton plays Bottom with a manner that reminds one slightly of Joe E. Brown, and John Call turns Puck into the play's major role. Playing the latter as an earthy rascal rather than as an ethereal elf, Mr. Call even applies burlesque's "Meet you round the corner in a half an hour" delivery to one of the lines. Margaret Hall makes an amusingly prim Helena and the mechanicals make the presentation of "Pyramus and Thisbe" particularly hilarious when one of them must perform loaded down with a distressing amount of heavy stone and cement. Tony McGrath plays this part most wryly.

While some of the fun is pretty drawn out, and the magic of the forest is created more by Theoni V. Aldredge's costumes and Eldon Elder's decor than it is by the delivery of the verse, the audience loves almost every minute of this beguiling combination of spectacle and vaudeville.

—HENRY HEWES.

WORLD TRAVEL ON A BUDGET—1962

Expanding horizons with ***Dittmann Tours:***

EUROPE. Grand, Coronet, Olympian 12 to 19 countries, 35-55 days ***in Europe*** **$1195 - 1595**

Pageant of Britain, all parts of The Isles in six weeks, May 25-July 3.....**$1095**

and introducing

Dittmann Global Circle — Around-the-World in sixty days, 3 departures: Spring, Summer, Fall **$2695**

Prices include trans-Atlantic passage by air or ship. Tours expertly conducted.

Dittmann Travel Organization

DITTMANN BUILDING— NORTHFIELD, MINN.

Coming October 14th

SR's ANNUAL FALL TRAVEL ISSUE

A wonderful opportunity to learn about the Crafts, Customs, Costumes, Cults and Cookery of the fabled Pennsylvania Dutch in a bright festival setting.

Koom un Bring dei Freind Mit

Featuring . . .

Pennsylvania Dutch

Antiques, Arts and Crafts, Cookery, Farming Methods and Lore, Festivities, Household Crafts, Magic Folk Medicine, Pageants, Religious Practices, Seminars, etc.

Also

- An Amish Documentary Film
- Two Simultaneous "Barn-Raisings"
- A "Shooting Match" with Muzzle-Loaders

Penna. Folklife Society, Lancaster, Pa.

☐ Send data on the Frolic
☐ Send data on accommodations
☐ Send data on activities and Publications of the Pa. Folklife Society

Name .....

Address .....

.....

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Editorial

Continued from page 24

sit the canal. Throughout the more than ten years that this question has been before the United Nations, it has been consistently recognized by all parties as involving a question of international law. The Secretary-General has several times urged a resort to adjudication. But under the leadership of the United Kingdom, the United States, and France, the Security Council brushed aside the assertion of legal rights as "technicalities" and passed a resolution calling on Egypt to desist from the practices complained of. It is interesting that the objections to this cavalier treatment of law came from China and India, not from the Western nations that regard themselves as the fountainhead of law and sometimes arrogantly question whether other parts of the world really understand what rule of law means. The net result of this attempted political solution of a legal question is that the problem is as far from settlement as it was ten years ago. After all, if a country is positive that it is on solid ground legally, as Egypt appears to regard itself, why should it negotiate away these rights and why should it submit to a political resolution which on its face bypasses this question of legal rights?

ONE of the finest effects of the inclusion of these two sentences in the President's speech is that, like a tiny drop of dye in a large solution, it changes the entire color of the speech on military preparedness. If these sentences had not been present, the theme might have seemed to an outsider to be essentially this: We will increase our armaments and even risk war in order to get our way merely because it is our way. But the two sentences change all this. They remind us that, until there is an international force capable of compelling obedience to international law, this compulsion must sometimes be supplied by national forces. If, therefore, we declare our willingness to submit the rightness of our legal position to international adjudication, we are in effect saying that our arms buildup is intended to back this impartially verifiable international legal position rather than merely a unilateral national will.

This makes comprehensible, as almost nothing else can, the difference between the Soviet and the American position. Strange as it may seem to us, the people of a large part of the world, including many of the newer countries of Asia and Africa, profess to find it difficult to understand the Berlin controversy. All too often they are apt to dismiss it as just one more instance of a power struggle between two giants, with not much to choose between them. The contrast between the posture of the Soviet Union and the posture of the United States now becomes dramatically clear: It is the Soviet Union that is determined to have its own way at all costs; it is the United States that is on the side of authoritatively determined justice. Law is something that is universally respected and understood. The smaller nations realize that in a world of force they are weak, but in a world of law they are equal before the law with the strongest powers in the enjoyment of basic rights. It is significant that the three most recent cases brought before the International Court of Justice involve only African and Asian nations, and that the Republic of the Congo, at the beginning of its time of troubles, had such unlimited confidence in the International Court of Justice that it asked the United Nations to have the International Court actually appoint the Congo's judges.

THE second half of the President's statement has, if anything, an even greater appeal to the new countries. This is the principle of self-determination. There is no string to which the souls of the newer countres vibrate more readily than this theme of self-determination. This has been the rallying cry of every struggle for independence. If the people of Ceylon and Ghana and Indonesia and Iraq and the many other new countries could simply achieve the identification of their self-determination with the self-determination of the West Berliners, the problem of world opinion on Berlin would be solved. The President's speech paves the way for this kind of identification.

The second sentence of the formula is important also because it deals with a fundamental problem of international law and order that has been particularly raised by the newer countries. A common criticism of the concept of rule of law in world affairs is that the law tends to preserve the status quo, while much of the world is in transition and demands change. There are many answers to this assertion, one of which is that the history of international law as well as our own legal system proves that legal stability fosters change and that legal instability fosters stagnation. Everyone recognizes, however, that there are times when an existing set of legal rights and relationships becomes oppressive or obsolete. Here again there are many ways in which change can be accomplished under a system of law, including international law. But, for present purposes, the important fact is that the term "self-determination" goes a long way toward covering this problem of change in relation to the major current international situations where change may be needed. Self-determination in the form of free elections of a people competent to express themselves through such elections is the obvious vehicle for change when the status of a country or a people is at issue. In the case of Germany, this right to free elections has the added legal support of the actual agreement between the Soviet Union and the Western powers to carry out free elections in Germany. In a broader sense, "self-determination" could also embrace any voluntary rearrangement of legal rights through bilateral or multilateral treaties or through United Nations action, since in all such cases the determination would be a free one made by each sovereign nation.

There are some people who react to the President's offer of submission to adjudication and self-determination by saying that he was not taking much of a chance because the Soviet Union would never accept either proposal anyway. This misses the point. It does not detract in the slightest from the great gains described above in asserting an initiative in the orderly conduct of world affairs that is instantly understandable around the world. But let us not underestimate the striking significance of the President's offer in the setting of this particular speech. One of the comments we sometimes hear from those who would minimize the role of law in international affairs is that all this business of adjudication may be very well for minor disputes, but that no nation would submit to adjudication a dispute touching vital matters of national security. Yet the President, having said that the Berlin issue is so vital to our national security that we must even be prepared to risk all-out war in defense of our rights and the rights of our friends, in the next breath offers to submit the validity of these rights under law to adjudication.

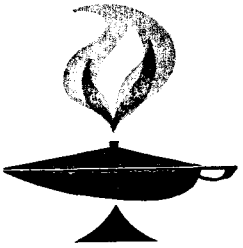
SINCE the President has made this offer as to the biggest crisis of all, there is no reason why this admirable pattern should not be repeated as to every other comparable international dispute where the mixture of present rights and demands for change is involved.

This is the kind of constructive proposal that can help us to seize the initiative over the entire range of international controversy. We ought to sound this rallying cry in relation to Berlin and every other problem every hour on the hour, in season and out of season, until it suffuses the remotest reaches of world opinion: *as to present rights, adjudication; as to changes in rights, self-determination.*

—ARTHUR LARSON.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

EDUCATION AROUND THE WORLD



SR/EDUCATION
AUGUST 19, 1961

EDITORIAL
By John Scanlon **31**

LETTERS TO THE EDITOR **32**

AFRICAN EDUCATION
By David G. Scanlon **34**

SOVIET SCHOOLS: MYTHS AND FALLACIES
By Zeno B. Katterle **36**

FROM UTAH TO SUSSEX
By Edmund A. Banellis **38**

STOP ON GREEN, GO ON RED
By Oliver J. Deex **40**

DIVIDE THE LOAD, MULTIPLY THE LEARNING
By Edgar Logan **42**

SAMUEL M. BROWNELL
By Marjorie E. Porter **44**

REPORT CARD
By John Scanlon **45**

WHILE SCHOOL KEEPS
By James Cass **46**

THE EDITOR'S BOOKSHELF **48**

This monthly supplement is sponsored by the Fund for the Advancement of Education, which has prepared its contents in cooperation with the staff of Saturday Review. The editors of SR retain responsibility for the material appearing in this supplement. Correspondence regarding manuscripts or editorial content should be addressed to: Editor, Education Supplement, Saturday Review, 530 Fifth Avenue, New York 36, N.Y.

Education Editor: PAUL WOODRING
Associate Education Editor: JOHN SCANLON

Who Killed Federal Aid?

THE RULES COMMITTEE of the U. S. House of Representatives recently dealt an all but fatal blow to President Kennedy's legislative proposal for federal aid to the public schools.

There were so many ironies in the situation that even a TV script writer would hesitate to combine them in a single story. Yet they were real.

To begin with, there was the fact that Mr. Kennedy is the first Catholic in history to be elected President of the United States. Also there was his publicly expressed opposition to federal aid to Catholic schools—a position which aroused strong opposition from the Catholic hierarchy and equally strong support from Protestant clergymen who had opposed Mr. Kennedy's bid for election last fall on the ground that he might be influenced by the Church in making policy decisions. Then there was the fact that the President's two top lieutenants in the House, Speaker Sam Rayburn of Texas and Democratic Majority Leader John W. McCormack of Massachusetts, were lukewarm toward the bill.

The script was improbable in three other respects. First, Representative Adam Clayton Powell of New York, who has killed off several federal aid bills in the past by adding desegregation riders that were unacceptable to Southern Congressmen, this year decided not to exercise his privilege. Second, there was the fact that President Kennedy, fully aware of the House Rules Committee's powers to obstruct proposed legislation, had pressed for expanding the membership of the Committee to offset the influence of a coalition of Southern Democrats and conservative Northern Republicans. The President won the battle, but once more irony twisted his arm. When the showdown came in the Rules Committee last month, the decisive vote against his bill was cast by Representative James J. Delaney of Queens, New York, a Democratic stalwart. (Two other Catholic Democrats, Ray J. Madden of Indiana and Thomas P. O'Neill, Jr., of Massachusetts, voted the President's way.) The Senate had already approved the bill by a comfortable margin, but the House Rules Committee shot it down with Representative Delaney's arrow.

Despite this obvious setback, President Kennedy still refused to concede defeat on what he regards as his most important piece of domestic legislation. Following is an exchange from the official transcript of his news conference of July 19:

"Q.—Mr. President, the whole bundle of your school legislation was torpedoed in the House Rules Committee yesterday and it's clear that one of the things that largely helped to sink it was the religious issue. Will you discuss that problem including the report that you have just about given up on passing school legislation in this first session of this Congress?

"A.—Well, I know that we were defeated in the Rules Committee by a vote of 8 to 7 and I will say that seven out of those eight votes came

This issue of the Education Supplement, like the July issue, is taking a summer look at education abroad.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

from members of Congress who were not sympathetic to the legislation, nor supported me in the last election. They have, of course, their responsibility to meet. But the fact of the matter is that there are procedures available to the House of Representatives to adopt this bill, in spite of the action of yesterday, before the session ends.

"Now the Senate passed it by a generous majority and it came out of the House committee (on Education) with support. I consider it to be probably the most important piece of domestic legislation. I'm hopeful that the members of Congress who support this will use those procedures which are available to them under the rules of the House to bring this to a vote and that a majority of the members of Congress will support it.

"Every study that we make indicates the need for the legislation. There is broad general support in my opinion for improving our educational system. Anyone who has a child wants that child to be educated to the extent of its talents. This program is most important. . . .

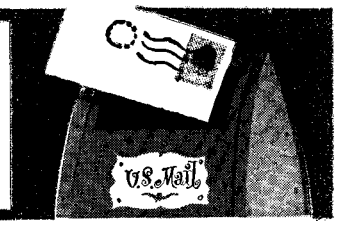
"Education is a very important part of the life of this country and there are strong feelings. The matter of religion has been brought into it. Other issues have. My view is that assistance for public education should be passed by this session. I'm hopeful a majority of the members of the House will agree because I think it would be a most important step forward and I'm confident that Congressman [Frank] Thompson [Jr., Republican of New Jersey] and others in the House, Senator [Wayne] Morse [Democrat of Oregon] in the Senate, who have been working on it will continue to use all of their energy to get this bill by. I would sign it with the greatest possible pleasure."

—J.S.

—McNaught Syndicate, Inc.

"Come on, Boy! You're not finished yet."

Letters to the Editor



A LADY CORRECTS US

I READ MARTIN MAYER'S review of "New Approaches in Education" [*SR*, June 17] with a great deal of interest. The unidentified "inspired teacher" who for twenty-seven years has headed fossil-hunting trips by students at Webb School of California is my husband. He and I, as well as our two daughters and five grandchildren, would like to correct one point: he is not a bachelor!

MRS. RAYMOND ALF.

Claremont, Calif.

CHURCH, STATE, AND SCHOOL

WE HAVE READ the article in your July 15 issue entitled "Church, State, and School—1961," by James Cass, with great interest. In our opinion, it is the best article on this difficult subject that has appeared in any American publication, and we commend you and Mr. Cass for its preparation and publication.

PAUL FRIEDRICH,
Executive Director,
Lutheran Laymen's League.

St. Louis, Mo.

THANK YOU FOR the article by Mr. Cass on "Church, State, and School—1961." I was so impressed with it that I have suggested to Monsignor Hochwalt that we seek permission to reprint it in leaflet or pamphlet forms. I find it objective and dispassionate. It cuts through much of the emotionalism surrounding the controversy. It is a tribute to Mr. Cass's objectivity and intellectual honesty.

(The Rev.) O'NEIL C. D'AMOUR,
Associate Secretary,
School Superintendents' Dept.,
National Catholic Educational Association.

Washington, D.C.

JAMES CASS'S article, "Church, State, and School—1961," was dispassionate and constructive. I especially applaud his suggestion that "shared facilities" may be the most workable for the future. However, Mr. Cass makes a misleading assumption. Any public aid that is extended to private schools will go not only to religious schools but to all non-profit private schools. Thus the problem of divisiveness extends far beyond the 250 religious denominations to include any socio-economic, political, or ethnic group that might someday desire its own school system made easy by grants of public money. Since any government attempt to discriminate between those churches and political groups which would be eligible for public support would be intolerable on civil liberties grounds, there would be no alternative but to open public support to all. What, then, is the possibility that we might see the growth of schools controlled by the John Birchers, White Citizens Councils, or Black Muslims, among others?

GEORGE R. LA NOUE.

New Haven, Conn.

YOU ARE TO BE congratulated on the excellent and objective survey of the controversy over public funds for parochial schools, entitled "Church, State, and School—1961." I do not think anyone could consider it unfair in any way. I especially appreciated the clear explanation of the "shared time" plan on the last page, which many of us look to as the only way out of a grievous impasse. We have been working with several Roman Catholic educators on this and other possibilities of alleviating the economic hardships of parochial patrons without fragmentizing the public schools or giving tax refunds to a church. It is a pity we were not further on the way to a solution before the issue became a Congressional contention.

(The Rev.) DEAN M. KELLEY,
Executive Director,
Dept. of Religious Liberty,
National Council of the Churches of Christ in the U.S.A.

New York, N.Y.

I HAVE JUST READ the article by James Cass on the question of public aid to Catholic schools. It adds nothing to the professional Catholic propaganda whose ends it appears designed to serve. Why did you print it? The prejudice of this piece is demonstrated by the fact that it never once mentions the compelling argument against subsidies to parochial schools, namely the injustice of taxing people to pay for a kind of religious teaching they neither share nor approve.

C. STANLEY LOWELL.

Washington, D.C.

THE PRICE THAT an American citizen will in conscience demand if public funds are to be made available to Roman Catholic or other private schools is simply this: We shall demand that, as a matter of simple justice, teaching and administrative positions in Roman Catholic or other private schools be open *without discrimination* to personnel of *all* religious faiths. It is a pity that Mr. Cass can discuss the question of "Church, State, and School—1961" without ever facing up to the real problem.

ALFRED E. HAEFNER,
Department of Greek,
Wartburg College.

Waverly, Ia.

RE THE ARTICLE "Church, State, and School—1961," wherein it says some individuals suggest that community educa-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

tional facilities might be shared by both public and parochial students: How naïve can one be? The U.S. went through this "battle of the Bible" back in the early 1800s. The dedicated Christian, like the dedicated Communist, is a menace to society, since they both believe in the subjugation of the world to but one way of life—their own. Let's just do away with "organized" religion and thus do away with at least one of our headaches — Christianity.

GEORGE PARTIS.

Santa Rosa, Calif.

THE ARTICLE entitled "Church, State, and School—1961" [*SR*, July 15] is so refreshing in its comprehensive spirit and its objectivity that I feel that all honest students of this problem owe you a word of grateful appreciation. So many of the articles appearing in general publications, including newspapers with a relatively consistent record of publishing, fairly and dispassionately, conflicting points of view on public questions, have complicated the present debate on federal aid by their bias and "censorship by exclusion." It is a relief to find a single article, like that in *SR*, which presents both sides on a matter of grave importance to church, state, and school and to do so with a measure of impartiality rarely, alas, found at the moment.

(The Most Reverend) JOHN J. WRIGHT,
Bishop of Pittsburgh.
Pittsburgh, Pa.

BENTON ON RED CHINA

IN HIS ARTICLE on "Education in Red China" [*SR*, July 15] William Benton says of a Communist best seller that it has "disquieting meaning for the free world." Mr. Benton could have gone further. He could have said that there is every reason to believe that the freedom of the free world, as we know it, can last not more than another twenty-five or thirty years, and that China will be the cause of its demise.

An important advantage of the Chinese is their native ability. I think anyone who has lived among them must have been impressed with the fact that, notwithstanding their poverty, their illiteracy, and their economic backwardness, they are probably, as a people, the most intelligent on earth. With their numbers, their indefatigable industry, and their native ability there is nothing, except a war before they are ready for it, that can stop them.

HOWARD D. MCGEORGE.

Summit, N.J.

PLEASE ALLOW ME to congratulate Senator Benton for having contributed such an interesting and stimulating article; it certainly deserves the attention of the specialists as well as the laymen in this country.

JOHN KOE,
University of Oregon.

Eugene, Ore.

TEAM TEACHING

IT MAY COME as a surprise to some that team teaching is nothing new to nursing education as found in programs and schools of professional nursing in U.S. junior and senior colleges and universities. Nursing education has many "firsts." It's time we stopped hiding our light under that bushel.

HELEN D. BOWMAN, R.N.,
Chairman,
Department of Professional Nursing,
Mt. San Antonio College.

Walnut, Cal.

HERALDRY

IN THE JUNE 17 issue of *SR*, in the REPORT CARD section under the subtitle "Bar Sinister," is a line: "A heraldry expert said a bar going in that direction signified illegitimacy." I do not know who your heraldry expert is but he should know that a bar neither goes up or down but straight across. What he is referring to is a "bend." I hope that Mr. Scanlon's face is now gules.

LAURENCE MCKINNEY.

Albany, N.Y.

EDUCATION AND WORLD AFFAIRS

ALL OF US in the United States, not only those directly affiliated with American education, must seriously digest Mr. Philip H. Coombs's editorial, "Education and World Affairs in the Sixties" [*SR*, July 15] and concretely reveal a desire to achieve empathy with men of all races and cultures in the United States as well as in other countries. Having recently graduated from a college with an effective intercultural and international emphasis (Western College for Women, Oxford, Ohio), I wish to commend the international interchange of students and to criticize severely the colleges and universities where one finds many of the 53,000 foreign students in separate dorms living alone and in isolated areas on campus studying alone. This situation not only is a waste but also is hypocritical on the part of United States educators and students. One cannot find a substitute for the international understanding, the constructive criticism, and the personal enrichment and friendships gained by sincere daily living with our friends from other countries.

JEANETTE E. KIRKPATRICK.

Needham, Mass.

TEACHER GO HOME!

WHILE I AGREE with John S. Diekhoff [*SR*, July 15] that there is entirely too much spoon feeding of our college youth (I would add elementary and high school), I found his modest reading proposal rather inadequate for even a fairly intelligent orangutan. "Four specified books" a year indeed! Several years ago I required my English III-Social Studies III high school students to read between six and eight books *per month* (samples: Ortega's "Revolt of the Masses," Melville's "Moby Dick," Langer's "Philosophy in a New Key," Gibran's "The Prophet," Steinbeck's "The Grapes of Wrath," and Lewis's "Babbitt," not to mention the usual "Hamlet," "Othello," and "Paradise Lost"). Is it possible that the crux of the matter lies in the fact that most of our public school teachers (and many college instructors as well) are widely unread?

ANTHONY SCARANGELLO,
Assistant Professor of Education,
University of Delaware.

Newark, Del.

CONGRATULATIONS ON the expertise of the "Teacher Go Home" article. With all of the criticisms of American education that have been loudly bantered about lately, Mr. Diekhoff quietly makes a telling and profound point. And he even suggests a modest remedy, one that could be seriously presented to a college faculty meeting or curriculum committee.

MARTIN GIESBRECHT,
Wilmington College.

Wilmington, Ohio.

I THOUGHT John S. Diekhoff's "Teacher Go Home" an interesting, intelligent article except for his recommendation of machine-scored examinations. A machine-scored exam on "The Origin of the Species," "The Federalist Papers," or "The Wealth of Nations"? Oh, no, no, no!

JAMES MILLER, JR.

Burlington, Ia.

IT WAS HEARTENING to read Dean Diekhoff's article proposing more independent work for undergraduates. You may be interested to learn that the Mount Holyoke College faculty has just adopted a new plan, effective next fall, allowing able students to launch a program of individual study at the end of the freshman year. This is a program designed to free the student who knows where her intellectual interests lie and who can pursue them on her own. There is another advantage—she may work at her own pace and by a judicious use of her summers complete her work in three years.

VICTORIA SCHUCK,
Professor of Political Science,
Mount Holyoke College.

South Hadley, Mass.

THE VALUE OF A TEACHER

I AM SURE THAT many who read Herman M. Wessel's article, "Four Teachers I Have Known" [*SR*, June 17], were reminded of at least one outstanding teacher they too had known. Those who have had a profound influence on me or my children possess to a marked degree most of the attributes of the outstanding teacher so vividly portrayed by Mr. Wessel. More importantly, Mr. Wessel has reminded us of the basic importance of a close and continuing teacher-pupil personal relationship. Mechanical teaching devices, such as TV, have merit within rather narrow limits. They are excellent tools when used properly. They should not, however, be considered a panacea for the teacher shortage. Substituting them for the teacher will only result in dehumanized and impersonalized teaching.

(Capt.) B. E. WIGGIN, U.S.N.
Director, Naval Intelligence School.

Washington, D.C.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

AFRICAN EDUCATION

By DAVID G. SCANLON, *professor of International Education at Teachers College, Columbia University, UNESCO consultant in Liberia, and director of the ICA project "Teachers for East Africa." Professor Scanlon has traveled widely and often in Africa, visiting schools and colleges and studying African education at first hand.*

THE INSPECTOR of schools in the capital of an East African country leaned back in his chair and sighed. "We can close a school like this when we hear of its existence," he said, "but how many others there are is anyone's guess."

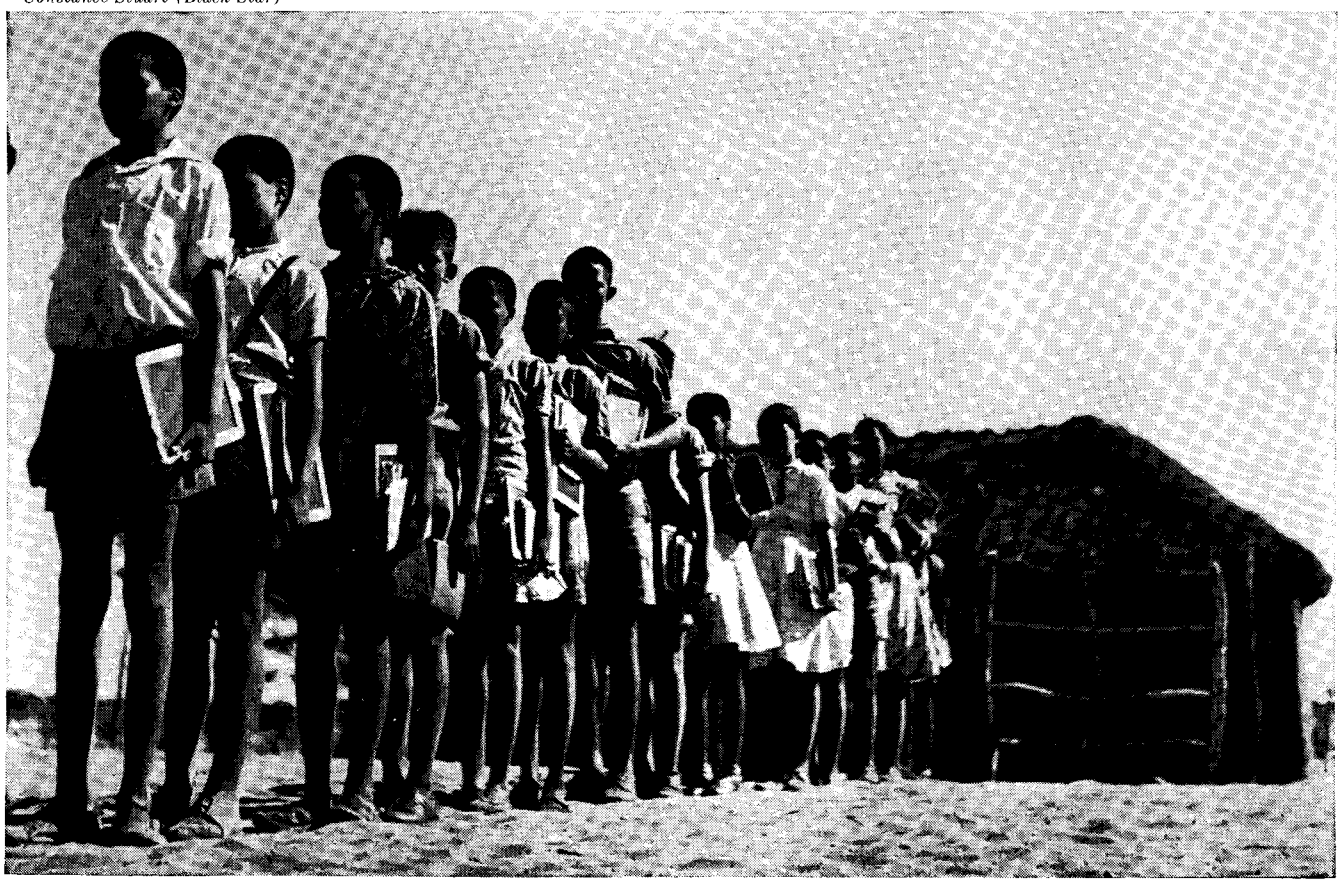
The school to which he referred was a private secondary school that had been operating without the permission of the government. The director of the school had advertised in local African papers promising that students who were selected would be prepared to take the examination necessary for admission to higher education or for better government positions. The school was a collection of mud buildings in various stages of collapse. Two boys shared an army cot, sanitary facilities were practically nonexistent, and the daily meal consisted of a bowl of rice. The day the school was closed the inspector found 250 boys who had been waiting patiently all day for the three teachers who never appeared. Some had come 800 miles to attend a school that promised to open the doors to their future. Tuition and boarding fees were higher than those charged in government schools, but for one reason or another these boys had not been accepted into the narrow stream that is secondary education in Africa. Since few boys had the money for tuition, the vast majority were supported by the local village council. The council had taxed the villagers to support a few bright boys, who it hoped would reach a stage of economic and social prominence that would eventually benefit the entire village.

IT IS difficult for anyone used to the local high school in the United States to appreciate the intense pressure under which most African students have to work. In all likelihood the African spends the first three or four years of his education in the local village school referred to in most areas of Africa as a "bush" school, a simple mud building with separate rooms for classes equipped with a few benches, possibly a blackboard and a handful of books. The teacher himself may have had little education beyond the primary school.

For the African student, language is

From Bush School . . .

—Constance Stuart (Black Star)



"There are more students than there are places in the later years of elementary school . . ."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

one of the major problems. In Kenya and Uganda he spends the first four or five years studying in the vernacular of his area. By the time he has reached the upper grades of the elementary school all instruction is given in English. How well he does on the entrance tests to the secondary school depends to a large extent on how well he has been taught English. In Tanganyika, a child speaking his own tribal vernacular is taught in Swahili in the early years of the elementary school and gradually learns English. Since the local vernacular and Swahili are considered Bantu-related languages, an analogy might be drawn with a child in a French village who is taught in Italian until he reaches the higher grades of the elementary school. At that time all instruction would, for example, be given in German. The demands on the child to master languages are obviously great, since his future depends on his mastery of English.

After a student has completed the three- or four-year course in the local village school, he ordinarily has to go to a larger town or boarding school if he wants to continue his education. If the school is a boarding school the boy's family or the village council must provide the charges. Although a few scholarships are available, there are not nearly enough to match the number of students anxious to attend. On the other hand, if the school is in an urban area, arrangements have to be made either for the boy to live with friends or relatives in the town or for employment to enable the boy to earn his room and board while attending school. In the European section of one East African city many of the gardeners are school boys from the country who keep up the attractive gardens surrounding the houses in exchange for a place to sleep and study.

THE narrow economic edge on which many of the students live was emphasized by one headmaster who said it was necessary to serve a mid-morning snack to his commuting students because many of them came to school without breakfast and became too weak to carry on with the lessons. Another headmaster substantiated this view and added that he had to restrict attendance to students within a six-mile radius because students were arriving at the school too exhausted to carry on a normal day's work.

The highly competitive struggle to move ahead in education is increasing. There are more students than there are places in the later years of elementary school and selection may be based upon character references and geographic area as well as upon academic standards. If a pupil has been accepted, he studies intensively for the next hurdle, admission to secondary school. This test, given at the end of the equivalent of the eighth grade, will decide whether or not he has an opportunity to reach what has been his goal from the time he entered the village school – the secondary school. In many of the British-related areas of Africa, admission to the secondary school is decided by the headmasters of the schools, who meet as a group, examine the credentials of applicants, and decide what students will be accepted. In the process of selection, character references are again important, as well as academic performance. Once the student has been accepted there is every likelihood that he will remain until the four years of secondary education are completed. The secondary schools are usually boarding schools and if a student is dropped during the four years it will ordinarily be for "character" reasons rather than academic failure.

While there are varying fees for secondary schools, the average costs in East Africa appear to be $70 per

(*Continued on page* 50)

. . . *to University*

—Brigitte Weyl (Black Star)

"Progressing from the 'bush' school to . . . college the stream of education has become a tiny trickle."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SOVIET SCHOOLS: Myths and Fallacies

By ZENO B. KATTERLE, *dean of the School of Education, Washington State University.*

WHEN I arrived in the Soviet Union for a month-long study of its schools I quickly discovered that, as a part of my homework, I had thoroughly absorbed a number of myths. Many of these resulted from a failure fully to recognize the complexity of the nation and its peoples, and the effect of this complexity on its educational system.

In the fifteen republics that make up the USSR there are sixty-five languages spoken, and there are literally hundreds of dialects.

In the schools of the non-Russian Republics, the local language is usually the basic language used. However, because the Communists are trying to nationalize the Russian language, all secondary school students in the non-Russian Republics are required to take Russian as a foreign language. In fact, it accounts for most of the "foreign language" instruction in the Soviet secondary schools. If the minister of education should remove the Russian language from the curriculum, he would remove from fifty to sixty per cent of the "foreign language" instruction in the country. Critics of public schooling in the United States have not clarified this point when comparing the amount of foreign language taught in the USSR schools with that taught in the schools of the United States.

Drawing upon the popular "Russian" myth, critics of education in the United States have used a numbers game to show that our schools teach far less science, mathematics, and foreign language than do the Soviet schools. Americans, from the President to the local PTA chairman, have been taken in by the myth. In a nationally televised speech, President Eisenhower stated that four years of physics, five years of foreign language, and six years of mathematics were taught in the Soviet secondary schools. While his numbers were correct, the comparison with our secondary schools is misleading. Take foreign language as an example. It is truly taught five years in the USSR secondary schools; but it is given only two days per week. In the pre-Sputnik United States, foreign language was usually taught for two years five days a week. Now, since $2 \times 5 = 10$ both in the USSR and the USA, we can conclude that any difference in amount lies elsewhere. It does. The school year in the Soviet Union is from 200 to 210 days; in the United States it is usually 180 days. However, since we have begun teaching foreign languages for three and four years, the actual number of clock hours that our students get will be considerably greater than secondary school pupils receive in the USSR.

—*Sovfoto*

An English class in the Soviet Union—"Only one out of five could answer my questions."

THE SAME fallacies of comparison are found in the "amount" of science taught. Physics is often taught only two days a week, but the most I found in any school was four days taught in the tenth grade. Lest I be guilty of fostering complacency, let me hasten to say that it is true that the Soviet secondary students on the average may get more hours of instruction in mathematics and science than our students. Yet in many of our large high schools one is able to get as much science and mathematics as is taught in the Soviet secondary schools.

Another misconception is bred when titles of subjects taught in the USSR are translated directly into English. What we call general science in our subject titles is called physics in the Soviet Union. Metallurgy is the title of a course taught in the USSR secondary schools. I was interested in this because we teach metallurgy on the campus of Washington State University. I was greeted by the sweet

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

music of vibrating tin when I walked into a metallurgy class in School 153 in Leningrad. It was the subject which we call sheet metal and which is offered in many shops of our secondary schools. It is a long jump from the shop tinsnips to the theoretical work of our college metallurgy classes!

The director of Leningrad's School 153, in an unexpectedly candid moment, revealed another fallacy in our concepts of Soviet education. English was taught as a foreign language. But he assured us that after taking it for five years the students *could not speak English*. This naturally startled our Soviet Intourist guide, who denied that this was so. But I attended a number of classes in School 153 as well as in the Ukraine, Georgia, and Russia. After class I would speak to the students in English, asking "How many brothers and sisters do you have?" "In what part of Leningrad do you live?" 'How many years have you studied English?" Only one out of five could answer my questions, and then they did so in an often tortuous fashion.

THE fallacy of "homework" has been a strong thread in our popular myth of Soviet education. While I am convinced from my observations that youngsters of the Soviet Union work harder at their lessons than do many students in this country, I am also convinced that the adults of the USSR work harder than do many of our adults. Work and study are the only means of bettering one's station in life. It is a fallacy, however, to compare the reported average of four hours of "homework" assigned USSR students with the amount assigned to any particular USA student. All the USSR city schools are on double session, with any student in school for only one-half a day. There is no time for supervised study periods in the school day. Teachers have only enough time to go through lessons the students have learned. Consequently, youngsters must work on their lessons at home. During World War II, I administered a school that was on double sessions; as a result we, too, assigned much homework.

Interestingly enough, homework was assigned to such a degree in the USSR that the medical profession protested that youngsters were being overburdened. Consequently, the central committee passed a directive that there should be no homework assignments for weekends. At the present time, as many of our students will be happy to learn, it is against policy to assign homework on weekends.

There is also the great examination myth. At the end of the tenth grade, Soviet pupils must pass an examination before receiving their diplomas. It was copies of this examination that Admiral Rickover waved in front of members of a Congressional hearing on education with his famous declaration that not more than two per cent of our seniors in this country could pass an examination that all seniors in the Soviet secondary school must pass. Citizens across our country were aroused by this pronouncement. Therefore, as I interviewed one secondary school director after another in my trip through the USSR, I asked the same question:

"How many students do you fail on these examinations?"

One school in Leningrad failed about 2 per cent. When I asked the director what happened to the students who failed, he reported that the examinations are taken a second time during the summer, when all students pass. The other extreme was in Tbilisi, where the director of the oldest secondary school in the city told us that five students had failed in the last five years. Responses of this kind must have impressed our renowned admiral, who probably had no time in his whirlwind tour to investigate further. If he had, he would have discovered that opinions based upon superficial information often weave mythical cobwebs (critical thinking is a strong element in most USA social studies courses).

First, it is important to understand that in the USSR a teacher is held responsible for failing students. A teacher who is forced to fail students is not considered a good teacher. A school that fails many students is a poor school. As a matter of prestige, directors and teachers do not desire to fail many students. In 98 per cent of the cases, the director and the teachers form the examining board for the final examination in the tenth year. Six of the seven tests in the examination are oral. The questions are written on cards and the student usually has a choice of one of three questions; his answer is given orally. It is not difficult to pass students under such a system.

Second, material these examinations cover is published any time from six weeks to six months before they are taken. Teachers have access to them long before they are administered.

"Of course we teach for the test," one outspoken teacher told me. "Our school must maintain its standing."

The ministers of education in the republic are discovering weaknesses in their examination practices. Complaints from the university professors prompted them to make special studies of student achievement. They have given the youngsters scoring highest on the oral examinations a written examination which in content was identical to the oral one. From 25 to 30 per cent of the students failed the written test. A Soviet article commented:

"In most cases the marks which had been given [by the examining board] were at sharp variance with those received on the inspectors test. . . . Grading by some teachers is characterized by liberalism and downright deceptions."

As we have watched the Soviet secondary schools in the past few years, it has become evident that they are expanding the number of subjects offered and critically examining some of the older traditional offerings. The editors of *Soviet Education* wrote in December, 1958:

"At present, school subjects fail often to arouse the independent thought of pupils. Materials disassociated from life rain in huge quantities on the inadequately prepared heads of children, laying in their wake rote learning, sleepless nights, and fruitless expenditures of energy by pupils."

AS we in this country are attempting to contract and revert toward the so-called basic education, in the Soviet Union they are expanding and liberalizing their programs. At School 153 one of our study group members asked what he considered a facetious question: "Do you teach driver's training in this school?"

"Of course," replied the director, not at all aware of the facetiousness. "We not only teach driver training, but we teach them to fix the engine." We attended the engine repair class, which was composed of about half boys and half girls. There was a driver training car and these youngsters were being taught to drive.

Then we went up to the physical culture room. We were greeted by the music from a rather scratchy Sammy Kaye record. Lo and behold! The youngsters were participating in a class of social dancing and the physical culture teacher was giving them instruction.

We cannot be guided by the fears and uncertainty generated by myths. It is time for sober thinking about our educational system. In our concern with the quality of education for our society we should not be stampeded into an unthinking imitation of the Sovet Union.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

FROM UTAH TO SUSSEX

By EDMUND A. BANELLIS,
a Utah poultry farmer, who explains why he and his wife decided to send their children to school in England.

MY WIFE and I are from the Eastern United States, educated in the East, conditioned by the East to fast thinking and fast acting. We had migrated to Utah in 1947, attracted by its promise of a wholesome environment for our children. We were totally unprepared for the slower pace of living and thinking.

Here in Logan, I studied agricultural sciences at Utah State University. Here our two children, Georgina and Charles, were born, in 1947 and 1948 respectively. My wife and I were so occupied with my college career, with establishing our new business, and with two new babies, that it was at least five years before we had time to sit back and realize that we had, unwittingly, set ourselves down in a veritable Shangri-La. We lived, we found, in a serenely lovely valley, sheltered not only from the fury of nature but even from the outside world by the everlasting hills. Although not Mormons ourselves, we were, together with them, enjoying all the blessings of Zion, which is their own designation for this land of Utah, the stronghold of their faith. The living indeed was wholesome but we felt hemmed in by the bread-and-butter culture that predominates and shapes the thought, the school curriculum, the social endeavor, and, to a lesser extent, business. It is the businessmen of this area who are bringing in the leavening factors that ultimately should result in a broader culture. It is the businessmen rather than the university professors who are dictating our progress. Our schools are not assuming leadership but are following. Consequently, following the untrained tastes, not necessarily the majority taste, they provide education that is more vocational than academic. With seven out of ten persons being Mormon it is to be expected that Mormon tastes should influence the subjects taught and the manner of their teaching. There is, for example, never-ending emphasis on the pioneer contributions; and, to some extent, pioneer thinking born of necessity now continues long after the necessity for it has gone. For many, therefore, it becomes a matter of pride to "succeed" in business or agribusiness (the new farming) without benefit of higher formal education. Against this philosophy I have been waging an almost lone battle since my own alma mater, although garnering students from all over the world, is not making the most of the opportunities right at our doorstep to make its educational offerings respected in our own community.

LIKE most of our states, Utah might well acknowledge the slogan "English not taught here." In its first nationwide study in thirty-five years the National Council of Teachers of English blames teachers, school administrators, and parents for their failure to understand that there is no sugar-coated substitute for "the study of language, literature, and composition." To underline the perversion of priorities it reports that most state departments of education employ supervisors of home economics and driver education, while "only a half-dozen states have English specialists." Even more shocking is the revelation that 70 per cent of all colleges must offer remedial instruction. Statistics have a chameleon character and one may interpret them to mean that we are 1) above the national average in any given achievement; 2) below the national average; or 3) about the same as the national average. But is the national average high enough? If not, then our relative position matters little. What we need are absolute values. We speak softly in terms of averages so as not to offend individuals, groups, authorities. Our next step is to make the average become the standard. As the standards decline so does the average, and so on until we are pulled downward into ignorance.

Our new slogan has become "As goes the mean so goes the nation." What has become of the good old Latin motto, "Excelsior!" Has it been relegated to Limbo with the study of the Latin language?

Most families in Utah see to it that their children complete high school. Some families even send their children to one of the three major universities in this state. However, most Mormon families, if they must choose, will send their sons on a two-year mission for their church in preference to college. The missionary work is at their own expense and even poorer families sacrifice to make this possible, at least for the sons. Most families cannot afford both endeavors and thus, while education is considered desirable, the missionary effort comes first as "the one thing necessary."

We did some soul-searching ourselves and berated ourselves for not being satisfied with a culture so salu-

—*Catling Photography*

"The masters worked miracles."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

tary. What was missing? we asked. We decided that the "something missing" was the creative challenge we know exists in the heterogeneous groups of the Pacific Coast and the Middle West, but particularly in the Eastern institutions of learning. Our schools, in common with many schools in this country, tend to encourage "little conformists," as recent studies at the University of Chicago have shown. Like their parents, our own children are nonconformist. We observed them to be highly creative. It was this and not a high I. Q. that made us search for an environment more likely to challenge their creativity. Like us, our children prefer to be individuals even at a price. The price we are paying is separation while we send them to private schools. Education for life in Utah, we feel, does not prepare our children for the highly competitive outside world. We are in a literal Shangri-La behind our sheltering mountains, both physically and intellectually.

When our son was six, then seven, and then ten, we successively brought up the question, "Where shall we send him to school?" Meanwhile our educators talked hopefully of revamping our educational system. We thought we would wait since it would probably be done very soon. Finally, we could wait no longer. A generation files through our schools while the adults who hold the purse strings talk vaguely of improving our educational system. The purses remain shut and so do our minds. It became as simple as that to me. I must open my own purse strings if I were to provide an opening for the minds of our children. I hesitated no longer. I would do it.

My ultimate choice of a school was probably influenced by my first and most memorable contact with exquisite English. My ear became accustomed to the niceties of good speech during the dark days of 1940 and 1941 when I was working with the British Air Commission in its Wall Street offices set up in New York for the purpose of procuring military aircraft during the Battle of Britain. My wife deplored the fact that Latin was not being taught in our elementary schools. Following her predilection for Latin, she had obtained her master's degree in it while still in New York. Therefore, the school that would satisfy us both would insist upon excellence in English, in Latin, and in mathematics. World War II had also enlightened us on the value of a sound education in mathematics.

HAVING made that part of our decision, we were pleased to find the remainder of our course of action falling into a pattern. While attending a World Poultry Science Congress in 1958 in Mexico City, I was privileged to meet the noted author and lecturer from Britain, Ray Feltwell. Eventually our conversation turned to schools and I learned that this poultry expert was sending his own two sons to separate prep schools. Being on a par with the average middle-class family of England, I thought that I too ought to make the financial sacrifice which they so willingly make for a prep school education for their children. I learned that it would have been better to send our son at eight but that it was not yet too late to enroll him in a school. I learned that in one year I would find him a changed boy, in two a more trained young fellow, and in three years a lad who could pass the English common entrance examination which is the prelude to further schooling for most English boys and girls. While pleased with this recital I nevertheless required more convincing proof. Six thousand miles was quite a distance to send a lad of ten to school. My most enlightening correspondence was with a navy commander who had placed his own two sons in the prep school we finally chose. I am inclined to believe that officers of our armed forces express the greatest concern for our educational standards. It is they who are taking some of the positive individual action to procure better education for their own children. Yours truly, a lieutenant colonel in the United States Air Force Reserve, is no exception.

Like a good stew, ideas must simmer a while. By the time we had come to the final arrangements, our son was ten years and ten months old. When I casually asked him how he would like to attend a prep school in England his response reached a high peak of enthusiasm. Although he had never been away from home overnight and had never traveled anywhere by himself, nevertheless, at the age of ten years, ten months, with the personnel of Alitalia Airlines *in loco parentis*, he flew on his 6,000-mile journey to Skippers Hill Manor Preparatory School for Boys in Sussex County, England, about thirty miles from London. On the day he left he went leaping about happily calling out, "Imagine! Salt Lake City, New York, London! And at my age!" He left our happy Cache Valley realizing that he was separating himself from many things he loved; that he was placing himself under rigorous discipline; and that he would have few idle hours in the next two or three years that he would be at school. He assured us that not only did he wish to go to school in England but he wished to remain at least two years. We were proud of his strength of character and understanding of the realities of the situation. Naturally, each parent claimed credit for producing this fine offspring!

We congratulated each other that we had not waited until he was twice ten to send him out into the competitive world. We hoped we had not waited too long even at ten. My wife and I brought with us our wealth of

(*Continued on page* 52)

—*The Times, London*

Queen Elizabeth at Beaumont College.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

STOP ON GREEN, GO ON RED

By OLIVER J. DEEX, *principal of Glenville High School, Cleveland.*

IN THE early days of this century a Russian psychologist, Luria, drove a batch of rats crazy. When you think of the way he did it, the result seems reasonable enough: he switched signals on them.

Luria had his rats trained to approach a door with a square on it for food and to avoid one with a circle, because if they didn't they got an electric shock. Then little by little he altered the shape of the square, making it look more and more like a circle. At the same time he changed the shape of the circle making it squarer and squarer.

For a while the rats followed the changes, with only a few mistakes. They managed to get the food and escape the nasty shock. But, finally, as the two symbols came to resemble each other more and more it was impossible for the rats to discriminate; the symbols looked too much alike. It was then that the rats went crazy.

Now "crazy" is not a scientific term. It is not used by psychological researchers. The rats developed symptoms: They sulked in a corner; they withdrew; they became apathetic, listless. Once healthy, alert, active animals, they became skeptical, defeated, and frustrated creatures, no longer confident of their ability to handle their environment, nor very much concerned.

If we substitute children for the rats, high school conditions for the original square and circle, and college experience for the final, mutilated symbols, then Luria's experiment with the rats has an important lesson for us today. From high school to college, both the symbol for success and the symbol for failure undergo significant changes. What has been right now becomes wrong; what was formerly wrong becomes doubtful.

By and large, high schools in the United States in 1961 are practicing one method of education, colleges another. They accept different premises and they head in different directions. Since the same children attend first one and then the other, this schizoid arrangement is certainly one source of considerable educational loss in addition to the inevitable exaction of personal pain.

Secondary schools have over the years come increasingly to develop a humanitarian—"soft" if you like—outlook. Following the implications arising from a conviction in the democratic creed, "the unique worth of each person" (which has replaced the naïve "all men are created equal") high schools have earnestly attempted to educate "all the children of all the people." This concept is qualitatively different from the traditional "equal opportunity for all."

HIGH SCHOOLS have developed their present orientation not as a result of pious "do-gooders" led by a group of equally soft-headed, soft-hearted educationists. Not at all. The attitudes of the secondary school educators in 1961 are the only attitudes possible, given the forces at work on them for the past forty years, the years of the great evolution of secondary education in the United States.

Compulsory education laws that really compelled attendance in school removed the techniques of selection, rejection, and expulsion from the school. All the children of all the people were to be "educated" whether the school liked it or not. Popular election of boards of education completed the picture by removing—or at least seriously impairing—the power of school officials to blunt the effects of the compulsory education laws by treating different groups of children differently. All men may not have been created equal but most of them seemed to be determined to use the public schools to wipe out the defects put on children either by nature or by society, or, if that couldn't be done, to insist that these defects be ignored. At the very least an approximately equal expenditure of funds should be allocated for each child, be he bright, average, or stupid.

The traditional method of weeding by expulsion, long the most potent argument of the schoolmaster, was taken away by the action of law. It followed that if you couldn't compel, you had to persuade. With no alternative available, schools began the process of cajoling, wheedling, coaxing, and threatening (hollowly) their pupils to do their work, and to do it at a level consistent with their abilities.

Failure, still possible, was reduced in its impact. A pupil could still fail, but he couldn't fail out of school. However, as one might expect, so many did fail, and so often, that promotion was arranged despite repeated failure.

It should be apparent that the mother-hen attitude so prevalent in American high schools was the direct result of the situation that the schools found themselves in. Why weren't pupils really permitted to fail? Because the school people couldn't risk the storm that would have blown up in the wake of widespread and persistent retention of hordes of pupils in the lower grades as universal education was extended upward.

More significant than the foregoing, however, was a deep conviction on the part of high school personnel that "equal opportunity" means more than throwing kids in the water and letting many of them sink. It means, as the high school sees it, that somebody must remedy the deficiencies that characterize individual children. If the family doesn't, then society must. If the pupil is hungry he must be fed before he is taught; if his vision is poor he must be fitted with glasses; if he is emotionally mixed-up he requires counseling; if he is socially inept he will need training. Agreed. But what if he is unambitious, scatterbrained, lazy? No matter. Whatever his deficiency, he still needs help. He must have help; otherwise the efforts of the school in the area of intellectual training will come to naught. In a way, when you retain the child you automatically keep the bath.

ARE there no normal kids? Certainly. To have defects of body, or mind, or personality is the normal condition. To need prodding, pressure, and compulsion to do the "right" thing is normal. But remember that the time-tested ways of coping with these conditions, both in school and on the outside, had been eroded and dissipated. Recall that in the modern world, both in school and out, the wages of sin is no longer death, merely annoyance—if that.

But surely the rewards of a good high school record—admission to college, preferred employment, better earning power, and prestige—ought to make unnecessary the need for penalties to induce high-quality performance by high school pupils. Of course they should; but in a world of abundance where eggheads are not the most popular people, who cares? The American myth says it isn't necessary to be smart in school. American experience as relayed to our adolescents says so too.

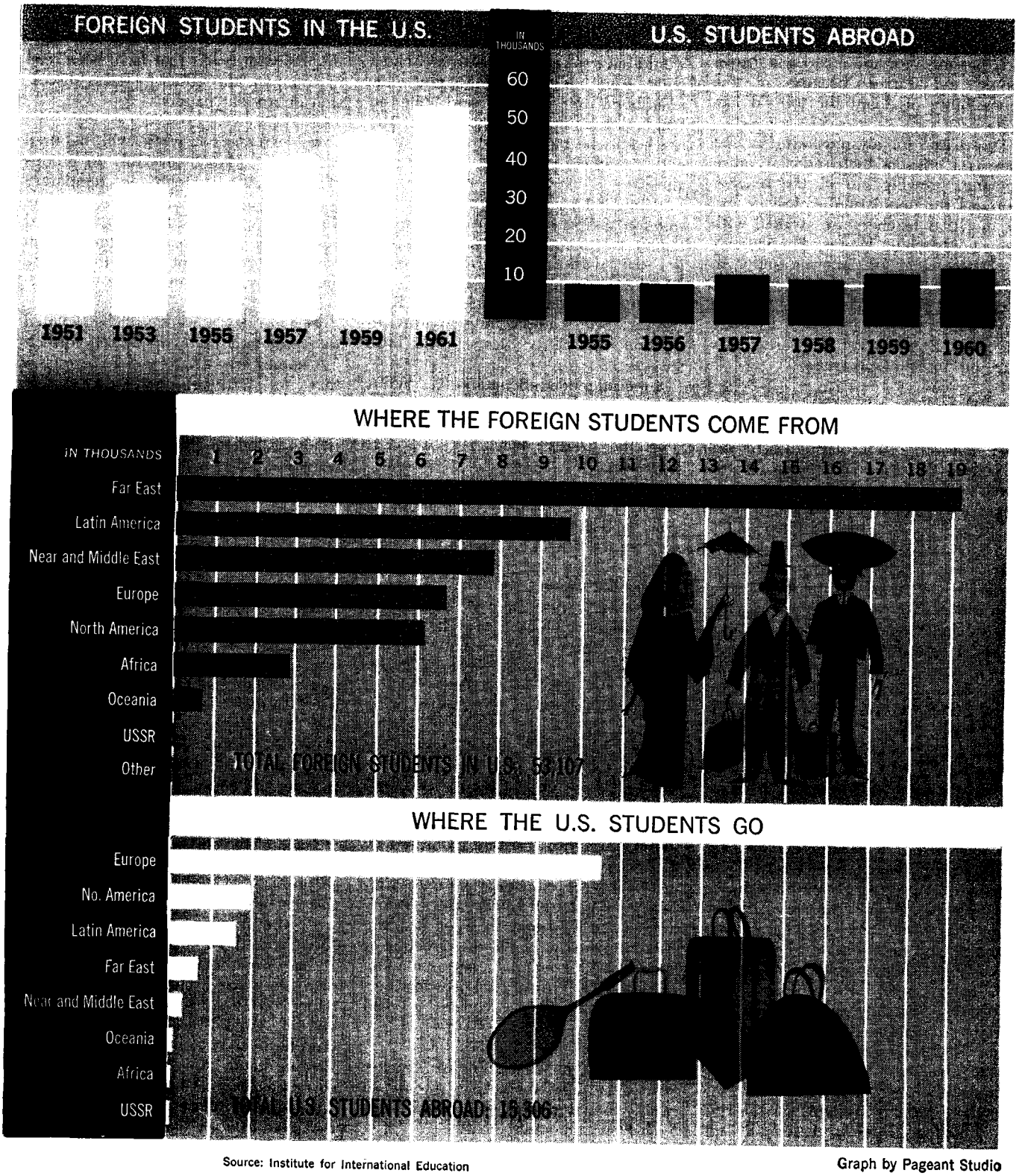
The schools' answer to these conditions was found in adjustment of in-

(*Continued on page* 54)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

They Come and They Go

One of the little known facets of American education has to do with the inflow of foreign students who come to study in our colleges and universities, and the outflow of U.S. students who study abroad. Statistics in this field are hard to come by, but the following charts are based on data supplied by the Institute for International Education, 800 Second Avenue, New York 17, N.Y., the agency which has the fullest and most reliable information on the subject.



Source: Institute for International Education

Graph by Pageant Studio

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

DIVIDE THE LOAD, MULTIPLY THE LEARNING

By EDGAR LOGAN, *teacher of English at Denby High School, Detroit, Michigan.*

I HAVE been a high school teacher of English for the past twenty-two years. It is a job I'd rather do than any other on earth. Yet with each passing year my mood has grown darker and darker because of the impossibility of doing the job I'd like to do.

The reason for my pessimism is that there is a crisis in high school English teaching, growing out of the teacher shortage, the population explosion, and the fact that teachers are saddled with many nonteaching chores. The nation's English teachers are laboring under an almost impossible burden.

By 1965 there will be half again as many students in high school as there are now. English will be particularly hard hit for three reasons:

► Everybody takes English.

► The proportion of English majors in college has been declining for ten years, which means there won't be anywhere near enough English teachers in the future.

► Tests of verbal skills (reading, writing, vocabulary) predict better than anything else how well a student will do in college. Colleges will have to reject or flunk out a larger proportion of applicants in the Sixties than ever before. The reason given for the majority of rejections will be "weak in English." Angry parents will question every aspect of high school English teaching.

Already the North Central Association is trying to hold the line at 170 students per English teacher—and is not succeeding. It is estimated that by 1970 most English teachers will be meeting more than 200 students per day. Every possible source of additional English teachers has been counted, and the sum total is simply not enough English teachers to handle the "baby boom" of the Forties that is just now reaching high school.

Unless something drastic is done about it, the average high school student will write only four or five compositions per year. This is not enough to prepare students for the rigors of college English. Practically all authorities are agreed that students need to write a theme each week.

However, the Educational Testing Service at Princeton, New Jersey, reports that it takes thirty-three hours to correct and grade 200 papers at the best rate that good teachers are able to maintain. In order to get through just one writing assignment, teachers would have to read papers every school night from nine until midnight, plus nine hours on Saturday and nine on Sunday. Imagine the disposition of the teacher as he faces his Monday classes with another gruelling sixty hours ahead!

It might look as though the obvious solution to the English teacher's problem is to reduce his load to four classes per day with no more than twenty-five students in each class. But the National Council of Teachers of English has been campaigning for this reduction for thirty years with little success.

Superintendent Benjamin C. Willis of Chicago listened patiently to Dr. Conant's recent arguments for thus limiting the English teacher's load. His reply was:

"I'd like to do it, but it would cost Chicago an additional $2,000,000 a year. If I had the $2,000,000, I could not get the teachers. And if, by some miracle, I got the teachers, I could not get the classrooms. What's the next best thing?"

In my opinion, the next best thing is the Rutgers Plan for cutting class size in half. It promises to alleviate the plight of overworked English teachers. It is called the Rutgers Plan because high school teachers thought of it at Rutgers; it has no other connection with that university. In the summer of 1959, sixty-three outstanding high school English teachers from all parts of the country attended a six-week English Institute sponsored by the Ford Foundation. One year later, the boards of education in both Chicago and Detroit each sent twenty teachers to a second six-week institute at the university. Under the direction of Dr. Paul B. Diederich, research associate in the Educational Testing Service, the teachers evolved a plan whereby:

► No high school English teacher need ever meet more than twenty to twenty-five students at a time, except by his own choice.

► Every high school English teacher may have one day a week completely free of class duties to see students who are either so far ahead or so far behind that they require individual attention.

► English classes will ordinarily meet two days a week, one for class discussion of books that have been read in common, the other for class discussion of student papers.

► Two days a week will be used for "free reading," probably in groups of over 200 students in temporary buildings designed for that purpose, directed by teams of college-educated housewives ("free reading aides") who will be on duty not more than three hours a day, at about $2 per hour.

► One day a week will be devoted to a test and followup of self-correcting homework. There will be exercises that tell the student immediately whether his responses are right or wrong. These tests will be administered by other college-educated and specially trained women working on a part-time basis.

► A composition will be assigned every week, but three out of every four assignments will be graded and corrected by a "lay reader." The reader is still another college-trained woman who will read the papers at home and receive about twenty-five cents for each paper. The reader will read about twelve to sixteen papers per year from each student, while the teacher will read four to six and check enough of the others to keep in touch with the progress of the class.

Here's how the plan is expected to work in four Detroit and six Chicago high schools:

Each of the classes normally assigned to each teacher will be split into two sections, A and B, on any basis that the teacher prefers. Section A will meet with the regular English teacher on Monday and Wednesday, while section B has "free reading." Section B will have its class discussion of books and papers on Tuesday and Thursday, while section A has "free reading." On Friday both sections will report to the "testing room" for a test on the self-correcting homework assigned for the week and for class discussion of items that give trouble. On this day the Eng-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

lish teacher will be free to see students who need individual attention.

Dr. Diederich points out: "The Rutgers Plan is a teaching device aimed at cutting class size in two. Teaching five classes a day with at least forty students in each class is a load that would be regarded as cruel and inhuman even by a Roman galley slave. Unless drastic action is taken, about all that anyone will be able to do in high school English during the next ten years will be to try desperately to maintain order. Good teaching will be out of the question, except the little that can be done by the lecture method, either directly or on television. Unfortunately, no one has yet learned to read or write by attending lectures."

The Rutgers Plan asks four questions and has been given three years by the Ford Foundation to answer them.

1. Can students learn the fundamentals of English through self-correcting programmed exercises?

2. Can students increase their appreciation and understanding of literature, and subsequently have the increase reflected in their written and oral expression, through extensive individual reading programs?

3. Can students benefit by writing two or three times as many compositions as they now write in "regular" English classes?

4. Can college-trained community housewives be successful aides to the English teachers?

It is this last point around which much of the controversey over the Rutgers Plan has raged. Critics insist that the professional status of English teachers will be lowered by having part of their duties taken over by "untrained" people at "sweatshop" wages. However, every other trade and profession takes on assistants when the load becomes too heavy to carry alone. For example, the doctor's assistants do not have the training of a physician, but they do have training appropriate to their duties. No one would think better of doctors if they insisted on performing the work of all these assistants themselves. All of the people who assist the English teacher under the Rutgers Plan have college backgrounds, and have taken stiff exams on every aspect of their language skills before they are hired.

As for "sweatshop" wages, the assistants to teachers average between $2 and $3 an hour, which compares favorably with the wages of similarly trained people in industry, business, or medicine—especially for part-time workers. Like the doctor, the English teacher can give his "patients" better care if he can be relieved from some of the minor responsibilities of his job. The time may come when the unassisted teacher will be regarded as one who has not quite "made the grade."

For the past three years this lay reader plan has been going strong in twenty states, but Dr. Diederich seems to be a "prophet without honor in his own country." He has succeeded in convincing educational authorities in such large cities as Chicago and Detroit of the worth of his experiment, but he has been unable to convince his home state that the plan has any good in it at all. The New Jersey Board of Examiners and the Department of Education have taken a strong stand in opposition to the employment of lay people to perform "teaching duties." They believe that correcting and evaluating the work of students is part of the teacher's function.

Dr. Diederich argues that "while it is true that evaluating and correcting the work of students is part of the teacher's function, no other trade or profession bars *assistance* in performing a function if that assistance is supervised by a responsible person." The plumber has his assistant, the lawyer has his clerk, the doctor has his nurse, laboratory technician, and hospital aide, the research man has a computer and research assistants. Readers do practically all of their work at home for an average of two hours per school day, and are never in control of a class, even for an instant.

Dr. Diederich is certain he can win his case in favor of the Rutgers Plan on home ground. He says: "When the taxpayer sees about 200 young people reading in absorbed attention in a large and attractive room, so silent that one could hear a pin drop at any time, he knows that learning is going on. When he learns that this costs him about 15 per cent as much as it costs per period to have students taught in overcrowded English classes, he may be reconciled. When he further learns that something like 15 per cent more of these students get into college and stay there than students of the same I.Q. in regular classes, he ought to be converted. The few who are not converted are the die-hards who are always with us."

BY the summer of 1960 I was ripe for some expert help. I had been chosen to attend the second Rutgers University Institute for High School Teachers of English. I came to Rutgers in a mood of discouragement. After five classes a day and two hours of "duties," I was raw-nerved and voice-weary.

Many of us at the summer institute had already been allowed to use a college-educated housewife with a major in English as a "reader" to keep up an adequate volume of guided practice in writing. I was impressed by the quality and interest of *my* part-time assistant. The average cost of this service, when it was tried in sixteen cities from Seattle to Durham, North Carolina, had been about $3 per student

(*Continued on page* 49)

Another Approach to the Same Problem

A SIMPLE SOLUTION to the harried English teacher's paperwork problem has been pioneered by three teachers at Evanston (Illinois) Township High School. Correcting compositions involves two separate processes: reading and marking errors on student papers, and writing criticism of the student's work. Reading and correcting an average two-page composition takes an experienced teacher about three minutes; conscientious critical commentary, however, takes another five to ten minutes. Evanston teacher Robert Lumsden halved the time spent on each paper for himself and two colleagues by the simple expedient of borrowing three Voicewriter machines from a local dealer and dictating the criticism instead of writing it by hand.

Under Lumsden's plan, the teacher reads and corrects each composition as usual. Then, instead of writing his critical evaluation on the paper, he dictates it for later transcription by a stenographer. (Experience shows that he can dictate as much commentary in two minutes as he can write in five or six.) Student papers are kept in consecutive order and passed along to the stenographer with the dictation discs. After transcription, the teacher's commentary is attached to the composition.

Dictating machines and stenographers are both expensive, but less so, according to Mr. Lumsden, than an equivalent amount of help from lay readers. Besides, the plan allows a teacher to grade all his own papers —which is what most teachers prefer to do.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SAMUEL M. BROWNELL: Uncompromising Purist

By MARJORIE E. PORTER,
education writer, Detroit News.

THE STRANGER who slips into the coveted chair at the head of the table seldom finds it an easy seat. Dr. Samuel M. Brownell learned this when he resigned in 1956 as United States Commissioner of Education to head the Detroit public school system—fifth largest in the nation.

As the first superintendent picked from outside the Detroit public school training ground in forty-four years, Brownell found a school system dusty with tradition and resistant to change. Whatever his academic qualifications, he was regarded as an outsider who had stepped into a five-year contract at $30,000 a year, an annual income greater by $5,000 than that of the mayor of Detroit or the governor of Michigan.

Five years and many changes later, the Detroit Board of Education this year has renewed his contract on the same terms for another five-year period. The public accepted the board's decision even though it has not enthusiastically accepted many of Brownell's policies. An uncompromising educational purist, Brownell has required many adjustments of parents and teachers, but has made few concessions himself.

Sandy-haired, slim, and youthful-looking at sixty-one, Brownell presents a well-tailored, precise figure—offset by a jaunty bow tie. He looks steadily from behind horn-rimmed glasses at a school system that has given him many problems, without realizing, perhaps, that some were of his own making.

He belongs to a family distinguished for public service. His father, Herbert Brownell, Sr., was a teacher at the University of Nebraska and president of the State Teachers College in Peru, Nebraska. A brother, Herbert, Jr., served as U.S. Attorney General in the Eisenhower Administration.

Brownell's national stature is impressive. He is the leader of various movements to step up the pace of education with changing academic and social needs. As chairman of the Midwest Council on Airborne Television Instruction, he heads a project that may revolutionize education. This program, already under way on a demonstration basis, will start full time in the fall when a potential audience of some

Detroit superintendent Brownell

5,000,000 school and college students will be exposed to televised instruction broadcast from an airplane flying 23,000 feet above the project's home base in Lafayette, Indiana (see *SR*, May 20.)

A belief that cities with rising drop-out and delinquency problems can do more to reduce them by working together has made Brownell a leader in another movement. The Great Cities School Improvement Council, of which he is vice-chairman, is concerned with the education of children who have trouble getting along in school because of handicaps in their environment.

Brownell started his career as a high school science teacher in his native Peru, Nebraska, rose to the top federal post in American education, and won plenty of honors on the way. He distinguished himself in the dual role of professor of educational administration at Yale University's Graduate School and president of the New Haven State Teachers College.

PICKED by the State Department as spokesman for American education, Brownell headed the U.S. delegation to the International Bureau of Education Conference at Geneva a year ago. Earlier, he had been U.S. representative to the Conference of the Ministers of the Americas at Lima, Peru.

Before he came to Detroit, Brownell's background proved him skilled in educational techniques. His critics feel it did not disclose what they regard as a failure to realize that he must deal with both people and techniques, that a public leader must be both administrator and salesman.

Brownell started his first Detroit battle by producing a rule book that teachers regarded as an invasion of their personal and professional rights, and they promptly named it the "First Book of Samuel." One of the rules, though seemingly innocent, proved to be a bombshell. It ordered teachers to be in school fifteen minutes before class time and to remain thirty minutes after dismissal—"unless special arrangements are made with the building principal when special occasion demands it."

Forgetting past differences, the city's 10,000 teachers closed ranks in revolt against "being kept after school like unruly pupils." Even the traditionally conservative Detroit Education Association (DEA), a branch of the 100-year-old National Education Association, protested. A survey showed that 96 per cent of DEA's 6,000 members voluntarily spent more time in the classroom before and after school than Brownell's rule required. A whopping 98 per cent objected to the rule as "arbitrary and damaging to morale."

The smaller but more militant Detroit Federation of Teachers, an AFL-CIO affiliate, sent petitions to the school board demanding the rule be set aside as "the only solution to the storm of protest and indignation it has aroused." The board tossed the hot potato to the superintendent. Brownell explained his rule as a statement of policy intended to guide new teachers rather than a "rigid rule." He dismissed the "undue disturbance" as a "misunderstanding between teachers and principals." The rule remained.

His tempest-in-a-teapot attitude toward the affair helped to brew more storms. Another broke when he introduced a new hiring and promotion policy that opened top administrative jobs in the Detroit school system to outside competition. Traditionally, vacancies in higher brackets had been filled by moving up local teachers.

"By bringing in outside talent, the superintendent implies he has looked us over and found us wanting," the DEA observed.

Ignoring protests, Brownell introduced a plan to attract new teachers; this caused more rumblings. He ordered 400 recruits placed in the more desirable schools as a policy of "orien-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

tation." Veterans who had spent years in dreary buildings accused Brownell of "coddling" the newcomers by using "sugar-coated" tactics.

Then came a blast from the DEA's newspaper in June, 1958. "How Much More Do We Have To Take?" the paper demanded in a front-page headline. An editorial called on teachers to "face up to certain facts," and charged that "we have been double-dealt in every major issue to which we have voiced objection." Teachers, said the DEA, have "stood helpless and watched personnel policies trampled whenever they effectively blocked the superintendent's stop-gap measures." Striking at the core of teachers' grievances, the DEA declared Brownell "is an outsider who has made little or no effort to learn about Detroit practices."

Backed by the school board, Brownell treated the outburst as so much sound and fury. No teachers were fired in reprisal, but the policies they opposed remained. Brownell had won again, but in the eyes of many Detroiters he lost some prestige for what seemed to them clumsy handling of tinderbox situations. Many people in Detroit had expected greater skill from a superintendent with his background.

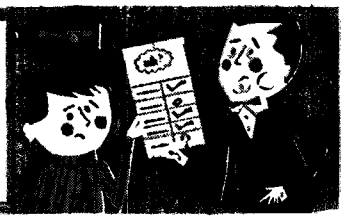
Nor were Brownell's clashes only with teachers. In an economy move, he jolted the city by proposing that the schools discontinue serving hot lunches free to some 8,000 needy children. The $500,000 the school board paid to put in free lunches, Brownell contended, was needed to meet rising school costs. In blasts from welfare agencies, civic groups and labor unions, he was accused of "taking food out of the mouths of children who need it most." Parents and teachers argued that hungry children cannot learn. As a result of the public pressure, the board delayed action. That was four years ago; the 8,000 children still are getting hot lunches free in school.

Failure to get board support on the hot lunch issue put Brownell in a tough spot. As new superintendent, he headed a school system with bulging classrooms and empty pockets. That was the disastrous year (1957) when the school board's proposal to raise $33,000,000 in higher taxes for nineteen new schools was junked at the polls. Brownell's job was to figure what to do with thousands of pupils as enrollment jumped and voters refused more money. Some 5,000 children were getting only half a day of school in double sessions. Another 5,000 were being taken miles on buses from jammed classrooms to others with seats to spare.

Brownell tried to ease the overcrowding by changing school boundaries for

(*Continued on page* 53)

Report Card



ANY TAKERS? The Harvard Graduate School of Business recently announced that any qualified woman who is willing to stand up like a man and admit her age will be eligible for its advanced management program, which has hitherto been limited to male executives between thirty-six and fifty.

POOR CUSTOMERS. A young Jesuit recently told a group of friends that on the first day of an educational conference in Atlantic City his cab driver, after spotting a group of nuns waiting at the bus depot for transportation to their hotel, sighed: "Here they are again. They come into town with a ten-dollar bill and the Ten Commandments, stay a week, and leave without breaking either."

'OUT OF THE MOUTHS OF BABES...' Chapter II. In Norman, Oklahoma, a Sunday School teacher recently asked her young charges what they had learned from reading I Kings, Chapter 11, of the Bible. One little girl replied: "Well, I found out one thing – King Solomon kept 700 women from being old maids."

KEEP OFF THE GRASS! The grounds supervisor at the University of Louisville was having a problem, and he wasn't making any headway until he decided on the intellectual approach. Around campus he posted signs saying:

"To the art student: We appeal to your sense of beauty."

"To the math student: The shortest distant between two points is not a straight line."

"To the science student: Cynodon dactylon (Bermuda grass) is not indestructible."

"To the psychology student: We appeal to your inner emotions."

"To the music student: Like man – yeah! The walks are to walk on."

PROPER CREDENTIALS. Ralph McGill, publisher of the Atlanta *Constitution* and one of the South's most distinguished newspapermen, recently received an honorary degree from Harvard. A friend wired him saying: "Congratulations. You have finally arrived." Replied McGill: "Yes. Now I'm eligible for federal employment."

PURSUIT OF EXCELLENCE, Chapter II. The London *Times* Educational Supplement recently quoted without comment a form letter sent by the Denbigshire Education Committee to a girl student for signature by her registrar: "I certify that [she] has returned to College and will pursue full-time students during the summer term, 1961."

TWO FROM TWO EQUALS WHAT? An elementary school teacher in Elmira, New York, recently sent a note to the mother of a child who was having difficulty with subtraction, asking that she help her child with homework. Replied the mother: "I'd be glad to help. But which number do you subtract– the top one or the bottom one?"

LATINA NON MORTUA EST, Chapter IV. President Kennedy is not the only world figure having trouble with his Latin these days (SR July 15). Word comes from Rome that the publication of Pope John XXIII's recent encyclical *Mater et Magistra* was held up for two months because Vatican scholars had difficulty translating into Latin some of the Pope's words and phrases that were not originally encompassed by the language of ancient Latium. After a truly heroic effort, however, the job finally got done. "Atomic energy" came out *vis atomica*, and "radio and television" emerged as *radiophonica et televisifica*. But "the initial conquests of interplanetary space" required a more involved and colorful translation: *viae initiae per quas ad sidera ferar* which, translated somewhat freely, means "the beginning ways by which we are carried to the stars."

Meanwhile, back on Madison Avenue, Latin was receiving attention of a different sort. A public relations man offered the opinion that ads in Latin might well improve an industry's corporate image. He went on to give a few examples:

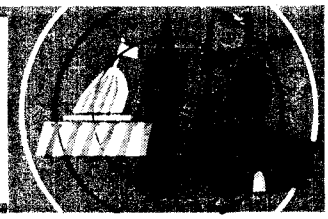
Fumum molliter peragrat usque ad fauces tuas – "Travels the smoke gently on the way to your throat."

Adripita sum in capistrum meum virgoforma somnavi – "I dreamed I was arrested in my Maidenform bra."

Illa aget annon aget? – "Does she or doesn't she?" —JOHN SCANLON.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

While School Keeps



EDUCATION FOR OVERSEAS SERVICE is fast becoming one of the demanding responsibilities of U. S. colleges and universities. Many institutions have developed programs for overseasmanship on their own initiative; others are cooperating with the nation's Peace Corps training program. Some train individuals for particular jobs in specific countries; others provide more general training in adapting to living and working abroad. Typical of this latter variety is Syracuse University's Overseas Training Program, which is designed to prepare students for successful careers overseas regardless of the country to which they are sent or the exact job to which they are assigned.

Now in its third year, the Overseas Training Program is supported by the Carnegie Corporation. Students went to Italy in 1959, last year's group traveled to Japan, and this summer the eleven enrolled graduate students are spending two months in Nigeria, following an intensive five weeks of orientation seminars and language study on the Syracuse campus. The aim of the program is to develop the understandings and attitudes among students that experience and research have shown to be closely associated with success in overseas jobs with government, business, or religious and philanthropic agencies. Once developed, these qualities are equally valuable to overseasmen in any culture in the world.

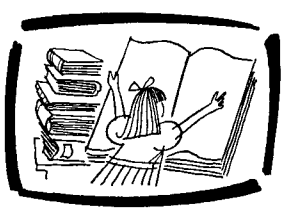
STATE UNIVERSITIES, established over the years with help from the land-grant provisions of the 1861 Morrill Act, have long provided a wide range of extension services to their respective states and regions. In the past these services have been aimed primarily at rural communities. Today the most pressing human problems demanding attention on the public service frontier are urban.

To meet the growing demands of its area the University of Wisconsin has launched a five-year, experimental Urban Teaching-Research-Extension Program to supply needed knowledge and know-how for the solution of metropolitan problems. Now in its second year, the program is financed jointly by the university and the Ford Foundation. It aims specifically to mobilize the university's skills and resources to identify urban problems and needs, develop approaches to them through research and cooperative projects with local groups, and then translate the knowledge acquired into urban educational programs and services throughout the state.

FOREIGN LANGUAGE materials designed specifically for modern approaches to teaching the spoken language are being developed, but are still far from plentiful. To help meet the demand from teachers and schools the State Department is releasing its Foreign Service Institute texts in French, Spanish, German, and other modern foreign languages. They were developed for use in training government employees assigned overseas, but may well be adapted for high school and college classroom use. The two-volume Foreign Service Institute French Basic Course is now available from the Superintendent of Documents (U. S. Government Printing Office, Washington 25, D. C.) at $4 per set. The tape recordings, which are an essential part of the FSI courses, must be purchased separately from the Center for Applied Linguistics, Dupont Circle Building, 1346 Connecticut Ave., N.W., Washington 6, D. C. Texts for other basic language courses will be placed on sale as they are printed.

DROP-OUTS plague the nation's graduate schools as well as its high schools. Despite the urgent need for more Ph.D.s in a variety of fields, many well-qualified graduate students fail to complete their studies. To find out why the attrition rate is so high, Michigan State University's School for Advanced Graduate Studies has initiated a two-year study of the economic, social, and psychological factors involved.

EDUCATION IN GOVERNMENT is no longer a theoretical subject for a growing number of college students. This summer thirty Vassar and Wellesley College juniors are spending six weeks in unpaid internship jobs in the offices of congressmen, congressional committees, and administrative agencies. While learning about government by actual participation in its affairs, the students have opportunities to observe sessions of Congress, congressional committees, the Supreme Court, and Presidential press conferences, and to meet informally with individuals in the government. The Washington Internship Program was begun by Wellesley in 1942 and was joined by Vassar in 1955. The two schools take turns directing the program.



Last spring the Ford Foundation announced grants to nine states to continue programs already underway or initiate new ones to provide legislative internships to 300 graduate students. The states match the foundation grants to provide stipends for the interns, who are mainly young lawyers, journalists, and political scientists. The candidates must have completed at least one year of graduate study at the cooperating educational institutions before they are selected for the program and assigned by the legislatures to work with standing and interim committees, research departments, offices of speakers, chief clerks, and other officials.

The state programs are designed to provide valuable practical experience for young people who hope to make careers in interpreting or participating in public life. They also enable graduate students in relevant disciplines to assist overburdened and understaffed legislators in handling their increasingly complex responsibilities.

TEACHER PREPARATION at the University of Pennsylvania is being given a new look as a result of the recent five-year survey of the entire institution. Based on recommendations of the study, undergraduate preparation of both teachers and school administrators will be shifted this fall from the School of Education to the men's and women's liberal arts colleges. The School of Education, in turn, will become a center for graduate training and research.

MEDICAL EDUCATION has long enjoyed elite status among professional schools; large numbers of top-notch students have competed eagerly for admission to the limited training facilities available. But in recent years the picture has been changing. Medical school facilities are still inadequate and many students still apply. But the relative number of applicants is down and their average academic achievement level is substantially lower than in the past. Paradoxically, this is happening at the very time that the medical profession, at long last, is reluctantly acknowledging a growing national shortage of M.D.s.

Major factors are the long years of

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

rigorous study and apprenticeship required of doctors, and the consequent deferment of earning capacity until after contemporaries are married and securely launched on successful careers. In addition, medicine now has to compete with other attractive careers in science which sometimes offer surer and more quickly attained rewards. In response to the growing problem, medical schools are experimenting with a variety of new approaches.

Boston University will inaugurate this fall a unified six-year program of medical education which will lead, upon completion, to both a B.A. and an M.D. degree. Students in the program will save two full years over the traditional eight-year undergraduate and graduate study pattern. The six-year course will include ninety hours of liberal arts, all standard courses in medicine, and thirty hours of electives. Forty freshmen from across the nation, all ranking in the upper 10 percent of college-bound students, will test the new program beginning in September.

To beat the shortage of facilities, Rutgers University proposes a two-year school of human biology and medicine, encompassing the first two years of medical school. Students completing the course of study will then be able to transfer to regular four-year medical schools for the final two years. It is estimated that there are 1,000 openings annually in the upper classes of medical schools, created by students who drop out because of academic difficulties, health, or lack of money. In other words, the new school will be designed to get maximum mileage out of facilities that already exist with a minimum of new building and investment.

THE INTERNATIONAL SCHOOL OF AMERICA (50 West Gay Street, Columbus, Ohio) offers students an opportunity to go to college and see the world. From September to May teachers and students travel by plane from the U. S. to Hawaii, Japan, Hong Kong, India, Egypt, Turkey, Greece, Italy, Switzerland, France, Germany, England, and home. Flights are scheduled on weekends so that the school week is not interrupted. Each student is required to take four courses: humanities, social science, natural science, and conversational French. All studies are closely geared to the school's current locale, with many local field trips, guest lecturers, and side trips. Enrollment is limited to twenty-five college-level students, with high school graduates who have been accepted by a recognized institution of higher learning also eligible. Tuition for the year is $4,850, which covers transportation, room and board, and textbooks, but does not include laundry or personal spending money.

PROGRAMMED INSTRUCTION is bringing new horizons to the classroom, and new headaches, too. The evidence continues to pile up that carefully prepared and tested programs can add a wonderfully helpful dimension to classroom learning—at least in some areas of study. Whether they are designed for use in teaching machines or are bound into simple textbook binders seems to make little difference. It is the quality of the programming that matters. But the prospect of a lush school market is tempting some publishers to rush their materials into print with more promotion than preparation.

To help educators sort out the conflicting claims and avoid costly mis-

takes, the Educational Testing Service of Princeton, New Jersey, has set up a new project to develop quality control standards for programmed materials. A battery of expert educators, psychologists, and programmers will seek to determine whether the substantive content of programmed materials is up to date and worthwhile, whether the programming meets standards of technical excellence, and whether there is evidence that "the programmed material can be effectively communicated to students."

Encyclopaedia Britannica Films, on the other hand, has carried out an extensive testing project on its own programmed materials on mathematics—the Temac system—in a number of school systems across the country. The most complete and carefully controlled tests were conducted in Roanoke, Virginia, where three groups of students were tested. One received programmed instruction with the help of a teacher, another had programmed instruction without a teacher's help, and a control group was taught by traditional methods. The results corroborated earlier findings that such instruction can speed learning, raise test scores, and reduce the number of failures. But the tone in which the findings are reported is refreshing. Far from inflating, for commercial purposes, the implications of their testing program, Encyclopaedia Britannica Films is almost excessively cautious. "The overall positive tone of our findings must, of course," the report warns, "be interpreted within the usual limitations concerning the extrapolation of our findings to other groups."

Some of the negative findings of the EBF project are also revealing. In several cases programmed material was "forced" on teachers without adequate preparation. Some of them resented the disruption of comfortable classroom routines; others saw programmed materials—the teaching machine—as a threat to the teacher's job. As a result, some classes taught with programmed materials alone, without the help of a teacher, proved superior to classes using the same materials with the help of a teacher with a negative attitude toward them. It is also noteworthy that in all the classes tested, no matter what the teacher's attitude, the student's response to programmed materials was predominantly positive.

TEACHER EDUCATION is far more liberal in its orientation and content than the training for many other professions, according to a new study by the Institute of Higher Education of Teachers College, Columbia University. In its report, "Are School Teachers Illiberally Educated?" the Institute finds that elementary teachers, on the average, are required to devote 36 per cent of their study to professional courses, while secondary school teachers devote 17 per cent. These figures contrast sharply with required professional studies for other fields: engineering and pharmacy, 45 per cent; business administration, 47 per cent; nursing, 52 per cent; and music, 68 per cent.

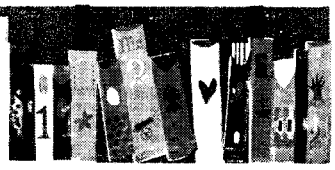
Requirements in general or liberal studies for elementary and secondary school teachers average 39 per cent and 36 per cent respectively—a higher proportion of their total studies than the other professional fields covered by the report.

The findings of the Institute, under the direction of former U. S. Commissioner of Education Earl McGrath, are not likely to still the loud and often bitter criticisms of teacher education. Critics will continue to question the academic respectability of "education" as a discipline and the "liberal" nature of many general education courses. But the report throws new and interesting light on an old issue.

—James Cass.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

the Editor's Bookshelf



"MEMO TO A COLLEGE FACULTY MEMBER," Earl J. McGrath (Columbia University, 54 pp., $1.75): There is a Topsy-like quality to the course offerings of the smaller liberal arts colleges. With no regard for the financial or educational realities of academic life, they just grow. Dr. Earl J. McGrath, executive officer of the Institute of Higher Education at Columbia University's Teachers College, makes this abundantly clear in this new report. It is a proper and acknowledged companion to an earlier document by the late Beardsley Ruml, "Memo to a College Trustee." Dr. McGrath warns the faculty member that he had better help to put his house in order before it collapses under the weight of too many ill-paying tenants.

Generally, the presidents of these institutions see the need for some effective curriculum revision. They rarely offer executive leadership to review and control the size and quality of course offerings. Deans, according to this study, are equally aware of the problem but are "more concerned with the richness of their offerings compared with other institutions." Department heads are typically the most conservative force in these liberal arts colleges. They measure "the status of their departments and their own personal fortunes in terms of the number of courses offered, the number of faculty members involved, and the compass of advanced specialized instruction provided, regardless of cost." As Jacques Barzun warned, this often results in imitation "research" in specious honors programs at the expense of courses of instruction in the fundamentals of great subjects.

Dr. McGrath's analysis and documentation of the problem are formidable and his conclusions are inescapable. The small liberal arts colleges have a noble function to perform. The demands placed upon them by the ever-increasing number of students must be met. Sentimental and unrealistic notions about the student-teacher ratio must be examined and redressed in the light of needs. Smaller faculties, larger classes (where possible), and leaner course offerings can lead to greater efficiency, high faculty salaries and, finally, a happier and more efficient use of our teaching talent. This is a report to which attention must be paid.

—F.G.J.

"87 WAYS TO HELP YOUR CHILD IN SCHOOL," William H. Armstrong (Barron's Educational Series, 214 pp., $1.95); **"HOW TO GUIDE YOUR CHILD'S EDUCATION,"** Robert E. Wilson, (Harper, 129 pp., $3.50): When things go wrong in school, "somebody is blamed but only the child is hurt." Out of the perennial clamor and clatter of America's great indoor sport of school-baiting one can occasionally see islands of order. Mr. Armstrong has created two of them. Five years ago, in a little book called "Study is Hard Work," he offered to high school students and college freshmen some common-sense directives on the student's primary job—study. Now he directs his attention to what he rightly calls the "golden years of learning" in grades five, six, and seven.

In recent years there has appeared a willingness, even a publicly acknowledged willingness, on the part of educators to welcome the parent's help in the education of children. The apparent return to the "good old days" is a return with a difference. Once poorly educated parents supplied the motivation that drove the children through the schools. Later, anxious teachers pleaded with parents not to meddle in such complex matters as the teaching of "the basic skills." Now, with increasing numbers of parents who are at least as well educated as teachers, and who have as active an interest in education as their grandparents had, they are being asked to help. Armstrong says simply that ". . . there is much that can be done at home to help the child from the very first day and every day thereafter. . . . And if we want the best for our children, we must honestly admit that school reform will never replace the home as an educative factor."

The author is very explicit here; he insists that it is the parent's responsibility to provide an atmosphere in the home that will encourage interest and uncover the motivating forces out of which healthy and efficient work habits can be developed by the child. This book offers no panaceas, it is not a trumped-up how-to-do-it text. It does offer common-sense advice about ways in which the home can aid the child in the acquisition of skills in reading, writing, and arithmetic. It is a fair companion to "Study is Hard Work." Its examples are lucid. It offers a graded reading list that is sensible and includes books that are available. It is a precious bargain.

Robert E. Wilson's "How to Guide Your Child's Education" seems at first to offer too much in too little space. The jacket identifies it as "an informal handbook of questions and answers for parents who have school children from kindergarten through college." Some of the questions are encyclopedic: "How can I evaluate the quality of a school?" Some are almost rhetorical: "Should children have homework?" It is easy to be impatient with such a book, until one considers that a large number of parents do act as if they knew the answers and do behave as if these answers were appropriate. It is a sober and useful catechism. As the author points out: "Before a parent can offer his child wise counsel in his school problems today he needs a familiarity with the complex structure of the school system."

Both of these books are part of the growing library to which the parent can and should turn if he is really committed to helping his child through school. Teachers and administrators in the main will welcome the aid of the informed parent. They will usually help the interested parent to become informed. The education of children never has been the sole responsibility of parent or school. Our immediate future will be happier and more productive to the degree that this cooperation is firmly established. A home in which both parents join with their children in the great adventures in learning and where neither parent retreats to a hobby or to television, is a home in which love is nourished and happiness is never an accident. —F.G.J.

"TELEVISION TEACHING TODAY," Henry Cassirer (Columbia University Press, 267 pp., $3): It may come as a surprise to some American educators to learn that the use of television for direct instruction is not confined to the United States, and that schools and colleges in several other countries have adopted the idea. This is brought out clearly

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

and forcefully in "Television Teaching Today," by Henry H. Cassirer, a member of the UNESCO Secretariat. M. Cassirer was given a six-month leave of absence to study the growth of television as a medium of instruction, not only in the United States, where televised instruction has mushroomed during the past seven years, but also in other countries. It was a happy decision on the part of UNESCO. M. Cassirer has come up with one of the best overall studies of classroom television that we have seen. He notes, and properly so, that "the speed with which television is spreading throughout the world is one of the technological phenomena of our time." More importantly, he traces the development of the medium as a teaching tool in the United States, Canada, France, Italy, Japan, the Soviet Union, the United Kingdom, and other countries. His observations are critical, objective, and fair. Moreover, they are based on firsthand experience, which is more than can be said about many recent books and articles about classroom television. Cassirer has been around, and he reports what he has seen. His book should be read by anyone who is interested in the future role of TV in education. It bears the UNESCO imprint, but is available from the Columbia University Press. —J.J.S.

Acceleration

Dr. Glenn T. Seaborg, chairman of the Atomic Energy Commission, doubts that any scheme to speed up science education will ever surpass the record of the late, famed zoologist, Dr. Howard S. Brode. The AEC chairman described the unusual case at a banquet for science teachers.

When Brode was about to receive his doctorate from the University of Chicago in 1896, college officials discovered that he had never acquired a bachelor's degree. So they devised the ultimate in educational crash programs. They instructed Brode:

"Take your place with the undergraduates. After you file past the president and receive your bachelor's degree, leave this group and take a seat among the candidates for the Ph.D. degree. In a few minutes, your name will be called and you will be invested with your doctorate."

Thus, Brode received both his bachelor's and Ph.D. degrees within 10 minutes.

—Nashville *Tennessean*,
April 30, 1961.

Divide the Load

Continued from page 43

assisted per year—about the cost of one textbook or one music lesson.

Since most of these lay readers are housewives and have children in school, they could not accept a full-time job. But their modern homes and equipment make housekeeping somewhat less than a full-time job. There are hundreds of thousands of these bright, well-educated women sitting at home in the morning watching television, but wishing they had a part-time job that would make a little leeway in the budget and give their fine minds something to work on that they could regard as important. These are women of culture, distinction, and even wealth—but they are partially unemployed and desperately in need of a purpose in life. They can find it in helping their schools through a crisis in enrollment far worse than any other in our history. One of them said: "It was American motherhood that got us into this mess; it is pretty well up to American motherhood to get us out."

Lay readers can get at the papers from nine to twelve in the morning, when they are still fresh, while weary teachers must often wait till the late evening hours. Parents notice and appreciate the difference in papers that have been dealt with by a well-trained reader. While in recent years they have been used to nothing but a grade and a sentence fragment of comment by the teacher—like "keep trying" or "shows improvement"—they now find three or four comments on every page, and a nice summary comment at the end, commending everything the student has done well, and suggesting one thing to try to do better next time.

When one of these schools ran into financial difficulties and tried to balance the books by discontinuing the use of readers during the second semester, the School Board received 150 telephone calls from parents the next day

protesting the move. The board found some other way to economize.

Detroit and Chicago teachers who recently put the Rutgers Plan in operation have already seen "students double their reading and writing through the use of lay readers and reading room aides." Teachers are convinced that the basic thing wrong with high school English in the past has been that they have had twenty-five to thirty teaching hours per week with the most difficult audience in the world—youngsters fizzing with all the juices of adolescence who have to sit on hard chairs seven hours a day, listening to other people talk.

With all reverence it may be said that even the greatest teachers in history—Socrates and Christ—would have run out of material with such a schedule and such an audience.

If one proposed this schedule in any high school in any other country, there would be bloody riots among students and faculty. No country abroad—including Russia—has five class meetings per subject per week in secondary schools. The norm is nearer three class meetings per week, as in our colleges.

Detroit and Chicago teachers in the experimental schools have already adopted two-thirds of the Rutgers Plan. If all goes well, by September, 1961, they hope to turn their students over to another set of skilled women assistants called "testing technicians" and thus have one day a week completely free of class duties to meet with individuals who need extra attention. If and when that happens, the load of a first-class high school English teacher will be approximately the load of a college teacher, with much less emphasis on the quantity of class meetings and much more emphasis on the quality of instruction.

Without the three types of part-time assistants I have mentioned, or at least two of them—readers and book aides—the teaching of English in the late Sixties may well become a nightmare.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

African Education

Continued from page 35

year. Sometimes this includes the cost of school uniforms and supplies. In other cases this is added to the basic fee. For the average African farmer such a fee is difficult to pay. A household servant, considered fairly well off by local standards, may earn $20 per month. If he has a number of children to support, the cost of sending a son to secondary school would have to be shared with relatives or the entire village.

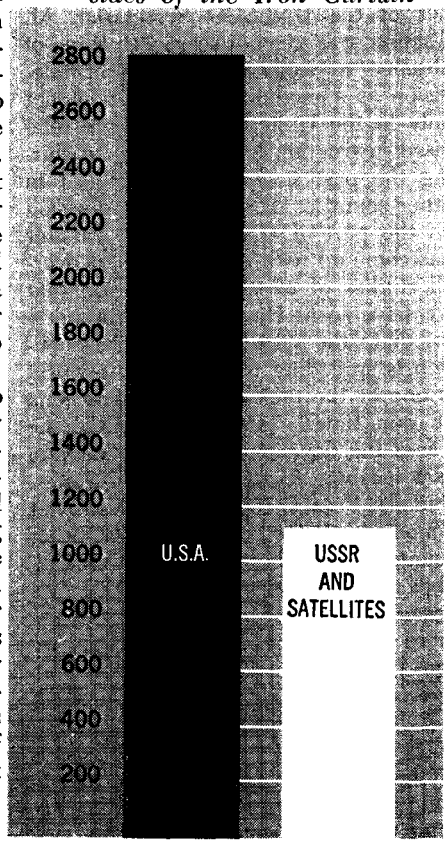
At the end of the four years of secondary school another examination is given. For a small fraction of the students, admission to higher education may be possible; for the remainder there may be an opportunity for work in government or commercial firms. Economically and socially the student's future is determined by his performance on the examination, for his grade on the examination will determine his position in government or business. Ever since he entered the village school, he has been preparing for this examination; the fact that it is the most important step for any student means that all school work is evaluated and judged by whether it will help him in the examination. From past examinations the student knows what is required and he expects the teacher to prepare him along the lines of the syllabus that leads to the examination. In East Africa there have been student strikes when students felt the teacher was not adhering to the syllabus. There is no system in Europe or the United States where so much depends on a single examination, for in no other system are the alternative routes to advancement so limited.

For the student of East Africa who successfully passes the Secondary School Certificate the apex of the educational system has been Makerere College in Kampala, Uganda. (The Royal College in Nairobi is now expanding offerings in higher education and the newly created college in Dar-Es-Salaam will offer more opportunities for higher education.) Until recently students came to Makerere from the secondary schools and enrolled in a two-year preliminary course in the Faculty of Arts or Science. Successful completion of the two-year course entitled the student to enroll in a course that would lead to the Bachelor of Arts or Science degree. However, starting in 1961-62 only students who have successfully completed the Higher School Certificate will be admitted to Makerere. The Higher School Certificate, Grades 8 and 9, is now offered in a few selected high schools. Such an arrangement will provide more places at Makerere for students working on degrees.

The student selected for study at Makerere finds a sharp contrast with the "bush" school or even secondary school. The Makerere campus is beautifully landscaped with great rolling lawns. The dormitories for students are almost all new and combine some African decorations with the traditional design of a British university. The student has his own room, vastly different from the barracks-like dormitories of many of the secondary schools. The laboratories are well equipped; the library is an example of the best in modern architecture. In the evening the student wears his maroon gown for dinner in the dormitory dining room. At the far end of the dining room is the "high table," an elevated platform at which tutors who live in the dormitory have their meal. Once a week tutors and guests, properly gowned, dine on fine china with candlelight and wine.

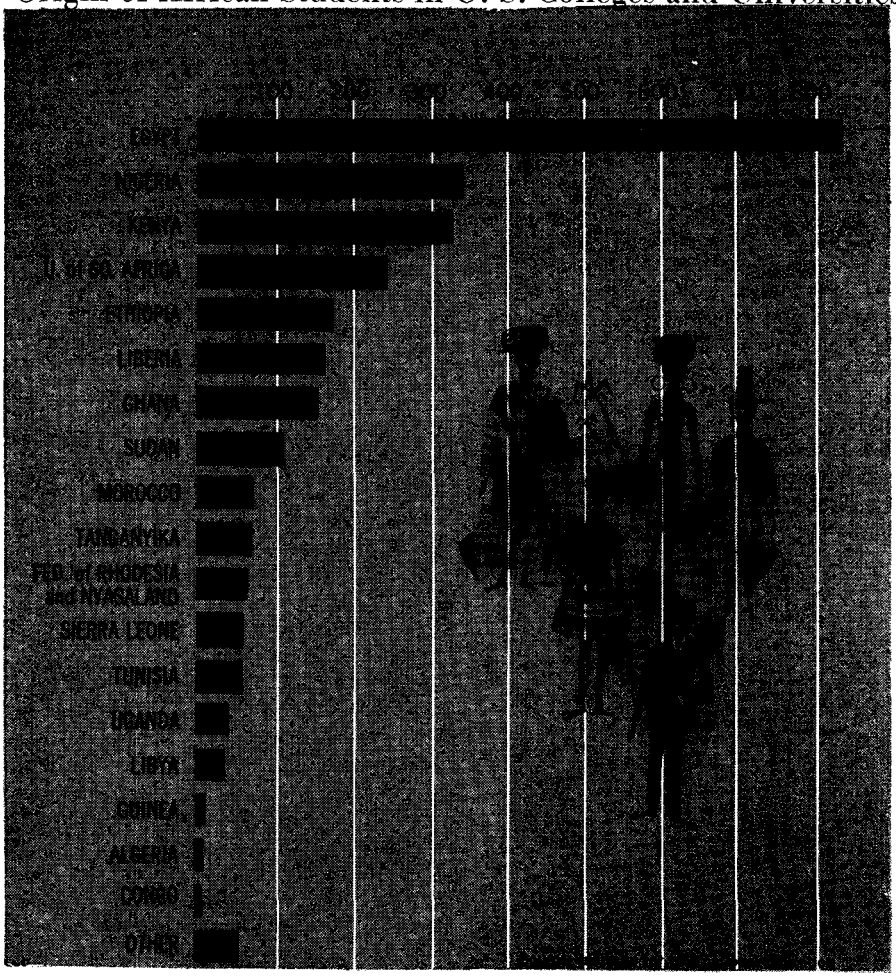
The student will find classes small

African Students on two sides of the Iron Curtain



Sources: Institute for International Education and United States Dept. of State

Origin of African Students in U. S. Colleges and Universities



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

by American standards. He is a highly selected individual and every effort is made to help him reach his greatest potential.

Progressing from the "bush" school to Makerere College the stream of education has become a tiny trickle. The positive aspects of this type of educational system are many. In the British- and the French-related areas it has produced a hard core of highly trained individuals who have carried to successful completion the difficult task of moving from a colonial state to an independent country. It has produced students who can compete successfully with other students in the major universities of the world. It has produced a highly articulate and cosmopolitan group of leaders who are finding their own paths and asserting their own rights in the maelstrom of international politics. It has built a loyalty to a type of educational system that for all appearances transcends political nationalism. The continuing association in former French areas with the educational system of France and the continuing association of former British areas with the British universities is evidence that the educational cord to the metropolitan power remains strong. African leaders are reluctant, at this stage, to sever connections with centers that are viewed as indispensable in maintaining high standards. They are conscious that under the pressure to extend education it will be easy for standards to drop. And yet every African leader is committed to a policy of expanding education. Education, except in a few areas, is considered as the ladder for economic and social mobility. The sacrifices made by many parents and villages is great, greater than most can bear if the educational system is to expand. Therefore increased grants from the central government will be necessary if education is to meet the growing demands of the people. But education will have to compete with the needs of other social services, such as health facilities.

THERE seems little doubt that education in East Africa will receive its share of the budget. Throughout the area former teachers are active politicians. Julius Nyere, Prime Minister of Tanganyika, is a former teacher. More members of the Legislative Council of Uganda come from the teaching profession than any other profession. Former teachers occupy a sizable proportion of the seats in the Legislative Council in Kenya. Perhaps not since the days of Mexico in the 1920s have former teachers played such an active role in government affairs.

However, the pressure to extend education is coming at a time when the economy of East Africa is in a recession. Capital is leaving Kenya at a rate estimated at several million dollars a month. Uganda expanded its social services rapidly in the 1950s on profits made on its exports following World War II. Today, with the profits on exports dropping at an alarming rate, it is proving difficult to maintain the burgeoning social services, including education. It is within this economic framework that proposed expansion of education must be examined. What proportion of the educational budget should be allotted to primary, to secondary, and to adult education? Can any of the countries develop all services equally at the same time? At what level in the educational pyramid should the emphasis be placed?

Ideally all levels should be expanded simultaneously. But realistically, within the limited budgets available, this is impossible. Faced with this decision, the governments of East Africa have chosen to strengthen secondary education, thereby producing more candidates for higher education. And from higher education will come the engineers, doctors, and scientists needed for East Africa's economic development.

In December, 1960, at a conference in Princeton, New Jersey, under the sponsorship of the Carnegie Corporation, leading African, British, and American educators met to discuss the problems of education in East Africa. From the conference came the almost unanimous agreement that at the present stage the most pressing need was the strengthening of the secondary schools. One hundred fifty teachers, it was estimated, would be needed immediately to fill existing vacancies. The International Cooperation Administration agreed to provide the funds necessary to recruit, train, and transport 150 Americans to serve as secondary teachers in East Africa. The International Cooperation Administration asked that Teachers College, Columbia University, undertake the selection of the teachers and their orientation in the United States and provide staff members to the Institute of Education at Makerere College. Once the training period was completed, the individual teacher would be hired by the East African governments on the same terms as other expatriate teachers. While the agreement is technically between the United States and the United Kingdom, terms of service were worked out with each of the East African governments—Kenya, Uganda, Tanganyika, and Zanzibar.

Following an orientation program at Teachers College, 100 of the Americans left the United States on a chartered flight for Makerere College, Uganda, on July 13. Sixty of the hundred are experienced teachers who will be assigned to secondary schools after a six-week orientation program at Makerere. Forty are recent university graduates with no professional training in education. They will spend three terms at Makerere taking the regular Diploma in Education course that is required of all liberal arts graduates who teach in secondary schools. The remaining fifty, recent graduates of colleges of education who are qualified to teach but inexperienced, are currently at Teachers College studying African education, American culture and education, and the specific subject that they will teach in East Africa. They will leave the United States on September 3 for London, where the Education in Tropical Areas Department of the University of London will conduct a month's intensive course in English education. In October they will go to Makerere College for one term of training before being assigned to the schools.

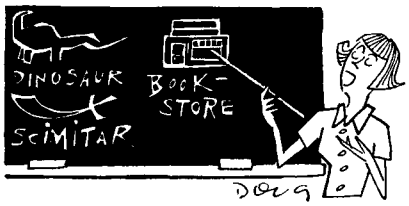
THE training program, worked out in cooperation with officials at Makerere College and the Education in Tropical Areas Department of the University of London, is an attempt to make the transfer for the individual as smooth as possible. Whether they are sent under the Teachers for East Africa Program, Peace Corps, or missionary sponsorship, American teachers are moving into a situation that requires two adjustments: first, to Africa and its cultures; second, to British education. In East Africa the majority of secondary school teachers are still British. The American teacher comes from a background and experience that is far different from that of the British expatriate. He has to learn a new educational terminology; the relationship between staff and headmaster which is unlike that between faculty and principal in American high schools; the importance of the examination given at the end of the secondary schools; differing concepts in educational organization and administration. In all probability he will be assigned to a boarding school, and boarding school life in itself is unfamiliar to most American teachers. Despite what his personal reactions to the system may be, he has been hired to do a specific task, to teach within the system. In specific subject areas he will find wide variations in content from his American training. There are few Americans who have been trained in history, for instance, who have developed majors in African or Commonwealth history. Even in what many regard as the "pure" area of mathematics, the American will find advanced mathematics taught in the Higher

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

School Certificate classes (Grades 8 and 9) is much closer to physics in the American high school.

Supplying teachers is one positive way Western nations can help strengthen secondary education. Increasingly there is the possibility that African leaders may want to examine the secondary school system and the method of preparing secondary school teachers. The supplying of 150 teachers will accomplish little unless the entire process of preparing secondary school teachers is increased to the extent that expatriate teachers are no longer needed and the secondary schools can be staffed by Africans. The Institute of Education at Makerere has had the responsibility of preparing secondary school teachers for East Africa. But its enrollment of approximately sixty students is exceedingly low in view of the needs of all East Africans. Students who have the qualifications to be accepted by the Institute can ordinarily find a position with greater economic and social potential than that of a secondary school teacher. So great is the demand of industry and government that few candidates with good academic records have any difficulty finding jobs. Governments will have to offer to teachers the type of inducement they can find in other positions. But there is also the need for experimentation in the preparation of secondary school teachers. The 150 sent under the Teachers for East Africa Program are filling current vacancies, yet by no means does this program meet the needs for the future expansion of secondary education. The expansion of secondary education will have to depend on the continued use of expatriates and greatly increasing the number of Africans engaged as secondary school teachers.

Education in East Africa is comparatively new. While a few of the older secondary schools may trace their beginnings back to the turn of the century, the real expansion of education has taken place only since World War II and in some cases only in the past decade. Operating with extremely limited budgets, dedicated Africans and expatriates have accomplished a great deal with very little. Today the hunger for education is second perhaps only to nationalism in the forces that are sweeping East Africa. In this desire for education of their sons, the farmers of East Africa are joined together in a link that reaches across the continent.



Utah to Sussex

Continued from page 39

experience from the East but our children had no such backlog of experience.

We could have kept them here through high school and through four years of university and only then let them plunge into the icy waters of the more competitive outside world. This, however, seemed like refined cruelty to us. Children cannot get divorces from parents for mental cruelty!

I would like to pay tribute to the spirit and courage of the headmasters who will undertake the education of an American child knowing full well and in advance that for some months at least the American child will be at the foot of the class. It should hurt our national pride to realize this even more than it might hurt our pride to realize that we could not be first with a Sputnik. In spite of all the articles and statistics that claim to prove that in certain areas our American education is superior, notably in social values and preparation for life, we have proof positive that in the basic studies our American education leaves much to be desired. And so it was that shortly after his arrival we received the expected notice from the headmaster that Charles had certain deficiencies in preparation, particularly in English! We quote herewith the report of the school's Educational Psychologist as of September 29, 1959:

"CHRONOLOGICAL AGE 10 years 10 months; MENTAL AGE 13.2; READING AGE 8.0; INTELLIGENCE QUOTIENT: 122. This American boy tested with an I.Q. of 122, but his reading age is only eight years and his vocabulary was also below his mental age by more than a year. His manner was apathetic and, I felt, rather defensive. He had only been in England five days, as he told me, and doubtless feels a little bewildered yet, but this would not account for his educational backwardness. He admitted to having had difficulty with reading, but later said that his reading was 'about the same' as others in his last school."

The educational psychologist continued: "The boy has really quite good ability, but one feels that his educational progress will continue to be blocked unless he can 'loosen out,' become more receptive and generally more trustful and responsible to the development influences of his environment."

Within four weeks we were noting some improvement in our son's letters, his handwriting, his expression, and his little successes. The headmaster and schoolmasters undertook personal coaching out of sheer dedication to their profession. Charles began with the handicap of being outclassed, but the masters worked miracles so that by the end of six months he was only six months behind his counterparts in age.

In actual fact he was nearly three years behind his counterparts in the study of Latin, French, algebra, geometry, arithmetic, and reading ability. His spelling, however, was his greatest weakness. He was given extra coaching in phonetics to help him master our native tongue! I experienced the first fruits of this endeavor during my visit to him in July, 1960, when, after a warm embrace, he said to me, "Daddy, you talk funny—like an American." Although taken aback momentarily, I knew that learning had taken root. The living proof was there and I was embracing it. I felt proud of his serious attitude, his disciplined behavior, and his demonstrable achievements.

STILL glowing from my tour of his school, conferences with the masters, and review of his achievements I re-

turned to Utah. There I was confronted with another challenge to my paternal responsibility. My twelve-year-old daughter, patiently waiting her turn, kept reminding me, "Don't forget Georgie, Daddy." Our original plan had been to send her to a school in France sometime after her brother returned. We did not wish to have both children away at the same time. However, when I saw firsthand how important it was to lay an educational foundation as early as possible I revised my plan. I chose an English school for her also. And so, following on the wings of her brother, she flew to England in September, 1960, to begin a new school term at a school only a few miles from her brother's. She attends the School of St. Agnes and St. Michael in East Grinstead, Sussex.

By this time we knew what to ex-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

pect. Our daughter would be behind her group in French, geometry, algebra and Latin. Like her brother, she willingly undertook the extra discipline an English education would entail. Soon her teacher was writing of her, "We will do our best to give her all that you want her to have. It is much easier than might have been expected, because she is so very eager to learn. I think you would be surprised to see how soon and how very thoroughly she has become an English school girl, in appearance and manners. I must admit that I was surprised myself."

MY WIFE and I naturally miss the company of two growing youngsters. Furthermore, part of the reward of parenthood is to watch our children develop and grow, a bit every day. This joy we forego. In seeking a philosophy to console herself my wife found this noble thought ascribed to the present Queen, Elizabeth II, who was reported to have expressed the thought, "I shall be a mother to my children, not a nanny."

Our friends in Utah are asking, "Since their education will be so purposeful, so intensely disciplined, how will they fit again with their former friends when they return?" We do not know the answer. We shall face that problem in August, 1962, when both children are scheduled to return. Until then we must wait, evaluate their progress, make some decisions. We shall have exposed them to creative and constructive educational forces. It is conceivable that they will no longer be satisfied with the easier life of our adopted state of Utah. We shall await the eventful day of their return to solve the problem with them. Within our limited financial ability we wish to help them achieve their formal education, whether in Utah, in a nearby state, or at some more distant Eastern university. Their already serious view of education has been given purpose. While others argue the pros and cons of what to do about American education we, as humble parents in Utah, have struck out for ourselves to achieve a definite goal in the education of our children.

Brownell

Continued from page 45

a better distribution of pupils. He was accused of drawing racial lines. While he fought desperately to get children into less overcrowded schools parents were holding protest meetings and demanding "equal opportunities" from the board.

Parents complained they had not been consulted. They said their children were loaded on buses or sent to different schools without their knowledge.

But during the years of stress, Brownell learned a valuable lesson in public relations: No matter how sound an administrator's techniques may be, only people can finance new schools. Changing tactics, he proposed a city-wide Citizens Advisory Committee to make a two-year study of school needs. Headed by George Romney, president of American Motors, the committee turned in a report that sold a $90,000,000 school construction proposal at the 1959 spring election.

After the money was assured, Brownell once again outraged many Detroiters by juggling school sites. For reasons not always clear, locations for some new schools were changed arbitrarily. Citizens charged they had been "hoodwinked" into voting for schools they were not going to get. Some groups unsuccessfully took their cases into court.

BUT during Brownell's first five controversial years, he did move ahead to improve the city's schools—as parents and teachers are now more ready to admit. Under his direction, special programs have been established for the gifted and greater facilities provided for educating the handicapped. He introduced a program of mass television teaching in some schools and is having others equipped as pilot schools in an experiment to test airborne instruction.

The board's renewal of Brownell's five-year contract was a vote of confidence. In giving it, the board cited him for some "improvements" which had caused past trouble. Among them were his efforts to recruit "the best available teachers" and the establishing of "firm" school boundaries.

Tacitly, the public accepted the board's decision. In their present uneasy truce with the superintendent, teachers are still watchful. Brownell moves ahead with changes he considers necessary, still upsetting tradition.

But to many Detroiters, he is still a stranger and something of an enigma. They wonder at his apparent propensity for antagonizing teachers when he has spent his life living and working with teachers. His father and grandfather were teachers, as were his four sisters. In 1927 he married Esther Delzell, also a teacher.

Over the years, he has taught at teachers' colleges in Nebraska, New York, and Connecticut, and at university summer school sessions across the country. He was superintendent of schools in Grosse Pointe, a Detroit suburb, for eleven years. When he left for Yale, a Grosse Pointe school was named in his honor.

Brownell sums up his early troubles in Detroit with the comment: "It was natural for teachers to be suspicious of someone from outside. The important thing now is to keep all of them dissatisfied with the quality of the work done, but satisfied with the opportunities they have to do a better job."

AS superintendent, he insists his first loyalty is to the child in school.

Brownell takes a broad view as an educator. He says he is concerned with "any development to improve the quality of education and make it more efficient." His formula for national spending is less money for defense and more for education.

"If people are as important as we think they are," he said recently, "we should spend more on making their lives worth while."

READ BETTER and FASTER
Students - Adults: Learn
SUPERIOR READING SKILLS
Specific application to study and pleasure reading
High School, College, Grade 6-8
Individualized, Developmental
Local community programs can be arranged.
BALDRIDGE READING SERVICES, INC.
NEW YORK 19, N.Y. 45 W. 57th St. PLaza 9-1167
GREENWICH, CONN. 47 Arch St. TOwnsend 9-4987
BROOKLINE, MASS. 1330 Beacon St. ASpinwall 7-9525
BEVERLY HILLS, CALIF. 8909 West Olympic Blvd. OLympia 7-2635

EDITALL THE SIMPLEST AND BEST TAPE EDITING BLOCK
the professional tape splicer.
See your dealer or write
THE TALL CO., 27 E. 37th ST., N. Y. 16, N. Y.

GIVE TO THE RED CROSS

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Stop on Green

Continued from page 40

struction, social promotion, meeting the child where he is, normative values, multiple curriculums, elective subjects, and, above all, guidance.

So secondary schools with all the youth on hand have constructed a system of hand-leading their pupils, of being functionally concerned with them as persons as well as scholars, and of showing this concern. The high school teacher believes that it is his duty to insist that the pupil does his work and that the progress of his pupils is his personal responsibility. This belief is not new, only the conditions under which it must be applied are.

Inevitably the students respond to the new environment. Many appraise the situation, and find it good. They lean back and find that they are supported; they wait to be urged; they expect to be prodded; they anticipate a second chance, and then a third; they discover that life is not black or white, but gray—not yes or no but maybe. Misbehavior, or more often no behavior, leads not to chastisement but to a "Please, won't you try?"

Comes the dawn. Our hero, now a high school graduate, ofttimes with depreciated diploma from an adjusted curriculum, enrolls in college. While the high school has followed its trend of beg on bended knee with increasing consistency for forty years or more, the colleges have pursued a zig-zag course that blows hot then cold with the economic climate. Lately the shoe has been firmly on the college foot. No more do college instructors need to give a care for mere freshmen, or even very much for upper classmen. Of course many do, but the urgency is gone. Now the time has come when a man can give his full allegiance to the ideals of his profession, can insist on the high standard beloved by scholars.

As long as college halls were empty, as long as there were dormitory rooms to fill, lecture seats to be occupied, labs with unfilled space, students were welcome, were even catered to. Deficiencies in academic skills of applicants were overlooked, or plans made to remedy them. The value of high school marks as predictors was downgraded. The principal's recommendation was frequently ignored. In short, standards were flexible, flexible enough so that the unsophisticated products of the high schools could get in and stay in college. During this period, roughly from World War II to Sputnik, college was an extension of high school, somewhat more exacting, a little less coddling, but, generally, in the same vein.

No longer. Unprecedented prosperity leading to unparalleled demand has put the colleges in the driver's seat. Out have gone the second chances, the remedial classes, the high school courses with a college label, the watered-down introductory courses. The college wind is no longer tempered to any kind of lamb. It's sink or swim, with a show of life preservers very bad form.

THE high school graduate, "educated" in the comforting ways of the secondary school, feels the chill. The old signals are changing, the familiar square seems to have less sharp corners and looks more and more like a circle! Freedom, when translated in terms of college, means the absence of mother, father, teacher, principal, and truant officer. With them goes a system of props and goads. The list of Dorm Rules posed on the bulletin board doesn't look a bit like mother.

High school graduates are told that they can expect their college marks to be one letter-grade below their high school marks, thus a B in high school forecasts a C in college, etc. Under this system who gets an A? Practically nobody. Marks in college are different. The sides of that square certainly do seem to curve!

Uninhibited by legal requirements to retain all applicants, and relieved from economic sanctions for failing to do so, colleges have gotten tough. The land is flooded with drop-outs who couldn't make the grade, who were poorly prepared, immature, unable to do college work, had poor study habits, who were born thirty years too late!

The consequences of this altered posture on the part of the colleges are many. Surely an important one is to confuse the majority of high school graduates who do get in by redefining the rules of the student universe. For the few natural scholars—some are found in every high school—college is like coming home. For the many, it's relearn fast, with the dean's note of dismissal taking the hindermost.

The ability to readjust has always been the key to survival. It may well be that a vastly superior group of college graduates will result from the rapid shift of guidelines as we pass from one educational institution to the other. The price of evolution always comes high; it is inevitably rough on those who are selected out. We can expect a steady and increasing number of cracked personalities, broken by the sudden alteration of temperatures as they move from the hothouse of high school to the cool climate of college.

If the rules keep changing and their symbols become more and more confusing, resembling now this, now that, more and more of us will retire to a neutral corner and be counted out.

The irony in the situation is that this is happening in a country fervently devoted to establishing the "dignity and worth of the individual," and is the result of a clash of principles between two institutions dedicated to serving the very individuals so many of whom they succeed in destroying.

It is impossible to believe that America will continue to tolerate this split in her educational structure, that our schools and colleges will live together unhappily forever. The purpose here has been to identify and describe the situation. The inspiration, intelligence, and driving energy that created and sustains our educational enterprises will surely be equal to the task of harnessing them into a team, each member of which stops on red and goes on green.

DONE to a TURN!

A new battery-powered meat thermometer signals the cook with gentle music. For perfection in batteries, specify Burgess. Dependable, long-lasting power, plus exclusive chrome protection!

BURGESS BATTERY COMPANY
DIVISION OF SERVEL, INC
FREEPORT, ILLINOIS NIAGARA FALLS, CAN.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Fiction

Continued from page 19

his childhood and took to singing the songs of the wandering minstrels to overcome this defect. As a result, the flavor of Turkish balladry and folklore permeates his charming novel, which is enjoying a European vogue.

It is the story of the boy Ince Memed, born into servitude to the brutal and avaricious Agha Abdi, the "lord of five villages." He runs away as a child but is caught and brought back to slave on the thistle-choked hills. He runs away again as a youth with his beloved, Hatché, who is captured and thrown into prison by the Agha. Turning to banditry, Memed roams the Taurus Mountains, eventually becoming a legendary figure, the avenger of the poor and oppressed.

The style of the book is excessively simple; at times, it rises to an epic fervor or a lyrical delicacy, but much of the time it is rather wooden and artless. The characterization is clear but primitive, the psychology firm but shallow. The book never attains that subtle magic and mysterious grandeur that Tolstoy breathed into his wonderful 'Hadji-Murād," which deals with a similar theme. Nor can the book be taken very seriously as a "contemporary social document." But once this is said one must make a gesture of sincere respect. It is the sense of heroism, the animal tenderness, the marvelous feeling for the land, and the intuitive narrative rhythm that give the book its raw vitality and its pure immediacy. It can more profitably be seen as a "myth-novel" than as a novel of social relations.

—Frederic Prokosch.

LITERARY I.Q. ANSWERS

Column Two should read: W, Z, X, U, P, Q, G, T, I, V, K, H, S, B, J, R, E, L, F, Y, M, A, D, C, O, N. Sources (based on Column One): A, "The Other Wise Man"; B, "The Highwayman"; C, "Anabasis"; D, "The Picture of Dorian Gray"; E, "Hadassa, or the Story of Queen Esther; F, "Frankenstein"; G, "Star-Talk"; H, "Hiawatha"; I, "The Legend of Sleepy Hollow"; J, "Pal Joey"; K, "Kim"; L, "Clarissa"; M, "Ralph Roister Doister"; N, "Nana"; O, "The Host of the Air"; P, "The Love Song of J. Alfred Prufrock"; Q, "The Sound and the Fury"; R, "The Fall of the House of Usher"; S, "Gone With the Wind"; T, "Tess of the d'Urbervilles"; U, "David Copperfield"; V, "Volpone, the Fox"; W, "Willoughby, Sense and Sensibility"; X, "Xinena or the Heroiq Daughter"; Y, "Geraint and Enid"; Z, "Zuleika Dobson."

CLASSIFIED

CLASSIFIED ADVERTISEMENTS are accepted for things wanted or unwanted; personal services; literary or publishing offers, unclassified elsewhere; miscellaneous items appealing to a special intelligent clientele; jobs wanted; houses or camps for rent; tutoring; ideas for sale. All advertisements must be consonant with the character of Saturday Review. Rates for a single insertion 55¢ per word, 10-word minimum. Count 2 extra words for Box and Numbers. Rates for multiple insertions:—52 times 47¢ per word each insertion; 26 times 49¢ per word each insertion; 13 times 51¢ per word each insertion; 6 times 53¢ per word each insertion. Full payment must be received seventeen days before publication. We forward all mail received in answer to box numbers and submit postage bills periodically. Mail to be called for at this office will be held 30 days only. Address Classified Department, Saturday Review, 25 West 45th Street, New York 36, New York.

LITERARY SERVICES

TOPS IN TYPING—LEAHEYS, Seven Park Avenue, NYC. MUrray Hill 6-4464.

MANUSCRIPT TYPING. Ambassador Office Service, 17 East 48th Street, NYC. PLaza 5-1127.

WRITERS—KEEP WRITING while I do your research. 15 years publication field. Manhattan. Box T-823.

BOOKS

THE PAPERBACK BOOKSELLER — "If it's bound in paper—we're bound to have it." 147 Front Street, Hempstead, N. Y. We pay postage.

BRITISH BOOK BARGAINS—all subjects. Catalogues free. Wants solicited. Transbooks, North Wantagh, New York.

AMERICANA, Literature, History, Fiction. Catalogues free. Wants solicited. PYETELL'S BOOKSHOP, 333 Fifth Avenue, Pelham, New York.

ALL PAPERBACKS—shipped postpaid. The Bookstall, One North Harrison Street, East Orange, New Jersey. *Paperback catalogue 25¢.*

SOCIALIST BOOKS. Catalogue, literature, FREE. New York Labor News Company, Dept. X, 61 Cliff Street, NYC 38.

FRENCH BOOKS

THE FRENCH BOOKSHOP, 556 Madison Avenue, New York's French bookshop, where French books are sold exclusively. Mail order catalogue 60¢.

BOOKPLATES

FREE CATALOGUE — many beautiful designs. Special designing too. Address BOOKPLATES, Yellow Springs 7, Ohio.

ART

ANNOUNCING THE FAR GALLERY PRINT COLLECTORS' CLUB. A new idea enables collectors with modest budgets to acquire original works of art. Ask for descriptive folder. FAR Gallery, 746 Madison Avenue, New York 21.

FRIENDLY Little Art School in quaint TAXCO. Individual instruction. Inexpensive living and tuition. Bilingual teachers. TAXCO SCHOOL OF ART, Taxco, Guerrero, Mexico. Brochure.

THE DRAWING SHOP. Original drawings and sketches from the 16th to the 19th century. 45 Christopher Street, New York 14, New York. WAtkins 9-7265.

NO SURFBOARDING in San Miguel Allende — just mountain scenery, sunshine, colonial architecture, congenial people, low costs and the finest school of arts, crafts and writing in Latin America. Illustrated catalogue. Stirling Dickinson, Director. Instituto Allende, Box 6, San Miguel Allende, Guanajuato, Mexico.

JAPANESE PRINTS. Reproductions of Sharaku, Hiroshige, Utamaro, Hokusai, etc. Catalogue. Adachi Institute, CPO Box 1539, Tokyo, Japan.

OUT-OF-PRINT

BIBLIOPHILES: World Wide Research — Immediate Quotations. Try me first! John Friend, Bookfinder, Box 2570, Long Beach 1, California.

TRY US: Aadlon Booksellers, Box 146, Flushing 58, New York.

ANY BOOK LOCATED. Free catalogue. MID-WEST BOOK SERVICE, 4301 Kensington, Detroit 24, Michigan.

CAN'T GET IT? We'll find it and fast. BEACON HILL BOOKSELLERS, 84 Charles Street, Boston 14, Massachusetts.

LOCATE BOOKS! Aardvarks Booksearchers, Box 668, San Diego 12, California.

NAME THE BOOK—We'll get it. CHICAGO BOOK MART, Chicago Heights, Illinois.

TAINTER'S CHICK BOOKSHOP. Temple, N. H. Books *on anything and everything. Try our search service* for that certain book.

HARD-TO-FIND BOOKS located by specialists. No search charge. MADISON BOOKS, Box 386-A, Madison Square Station, New York 10.

ANY BOOK YOU NEED or want usually supplied from large selected stock of fine and scarce books. *Kendall Gaisser, 1242 Broadway, Toledo 9, Ohio.*

BOOKS LOCATED—any subject. Put our vigorous search service to work! You'll like our prices and fast, no-obligation service. BOOKMARK, 51K Walnut, Mt. Clemens, Michigan.

YOU NAME IT—WE FIND IT. Prices surprisingly low! INTERNATIONAL BOOKFINDERS, Box 3003-S, Beverly Hills, California.

BAER'S BOOK SEARCH, 2856 Woodlawn Terrace, Memphis 7, Tennessee. We will find that book.

RECORD MART

78 R.P.M. RECORDINGS, 1902-'50, sold. Free list, Collections bought. E. Hirshmann, P.O.B. 155(A), Verona, New Jersey.

JAPANESE RECORDS: Popular, Jazz, Folk, Spoken, Noh, Kabuki, Gagaku, Gidayu, Jiuta, Nagauta, Rakugo. Japanese titles with English translations. Stereo and LPs. Catalogue 25¢. American Shoppers, Box 206, Glendale, California.

FOREIGN PERIODICALS

ITALIAN PERIODICALS. Italian Publishers, Times Tower, New York 36.

FRENCH AND POLISH PERIODICALS. European Publishers, 1002 Times Tower, New York 36.

SUBSCRIPTIONS to European Magazines and Newspapers—Literary, Scientific, Popular. German News Company, Inc., 200 East 86th Street, New York 28, N.Y.

BACK NUMBERS

MAGAZINE SPECIALISTS—Stock of 1,200,000 back issues. "BACK NUMBER" Wilkins, Danvers, Mass.

MUSICAL INSTRUMENTS

HISTORICAL MUSICAL INSTRUMENTS—For free catalogue write Wayne J. Anderson, 545 West 111th Street, NYC 25.

KURT WITTMAYER and De Graaf harpsichords. Import representative, Niek Verkruisen, P. O. Box 8104, Philadelphia.

SCIENTIFIC, OPTICAL EQUIPMENT

FREE CATALOGUE—"HZ." Bargains! Science, Optics, Mathematics. Edmund Scientific, Barrington, New Jersey.

(Continued on page 56)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

CLASSIFIED

(Continued from page 55)

ADULT EDUCATION

STUDY AT HOME with the UNIVERSITY OF CHICAGO. For full information, write to: Box SC-1, The Home-Study Dept., The University of Chicago, Chicago 37, Illinois. No obligation, of course.

SCHOOLS

CLASSES PLUS PRIVATE TUTORING. Accredited. Extremely effective college preparatory course with additional tutors to assist students. Personal attention. HOW TO STUDY taught and stressed. Sports. Homelike dormitory. Write Guidance Director, Dept. R.R., Carteret School, West Orange, New Jersey.

FOR THE GOURMET

VOLUPTUOUS VICTUALS! Maine seafoods, spreads, soups, dips, entrees! At solicitous purveyors. Impetrate! "Atlantic" Brand. Look Canning, Cutler, Maine.

MERE ESCULENCE suffices not! Besiege delicacy shops for "Sir William" Deviled Ham, Patefoie, Clam Chowder. Norton Company, New Milford, Connecticut.

HOBBIES

105 DISSIMILAR British Colony stamps, 10¢. Approvals. Crown Stamp Company, Virgil 613, Ontario.

PERSONALS

FRENCH, ITALIAN—SPEAK FLUENTLY. Efficient, interesting method. PLaza 3-7092 NYC.

TOP CASH PAID for letters and documents of famous people. Immediate decision! Immediate payment. Ask TODAY for free brochure, "How To Sell Your Autographs." Catalogues issued. Charles R. Hamilton, 25 East 53rd Street, NYC 22. ELdorado 5-3464-5-6.

COVERED WAGON MOVERS. Competent, experienced, insured. For estimate call Jerry McGruddy, ALgonquin 5-1788 NYC.

OVERSEAS POSITIONS offer free travel, high salaries. Comprehensive "Guide to Employment Abroad" covers all possibilities, sixty countries—administrative, teaching, librarian, professional, engineering, sales, all other occupations. Full details on Government careers overseas, international organizations. Includes exclusive "Directory of American Companies Abroad." New edition only $1.00. Money-back guarantee. Hill International Publications, P.O. Box 79-X, East Islip, N.Y.

THE AMAZING "ELECTRONIC EDUCATOR" offers exciting new concept in education. Details free. Sleep-Learning Research Association, Box 24-J, Olympia, Washington.

CAROL BROWN, Putney, Vermont, will be happy to show you her collection of fabrics by the yard; coats and capes for men and women; unbelievably beautiful blankets.

CHARMING MADISON SQUARE HOTEL—35 Madison Avenue, NYC. Attractive one room studio suites. Full Hotel Service. Transients from $4 daily. Weekly-Monthly rates. LExington 2-6880.

HARRIS TWEED, Scottish Tartans, woolen suitings, any yardage, tailoring. Ladies', gentlemen's suits $44.00 including fabric. Send for swatches and particulars:—Alexander Graham, Borve, Isle-of-Lewis, Scotland.

RECORDERS—FINEST MAKES. Largest music selections. Free catalogue. RECORDER CENTER, Amenia, New York.

WE MOVE YOU WITHOUT TEARS—and economically. Insured household moving, packing, and storage. Vans and station wagons—local, long distance. THE PADDED WAGON, INC., ALgonquin 5-8343 NYC.

ANTIQUE POSTERS—CIRCUS, DRAMA, GAY NINETIES. Spanish Toros, etc. List for stamp. Temple, Box S-549, Mason City, Iowa.

PERSONALS

BLUEBERRY HILL'S Elsie Masterton, author of "Nothing Whatever to Do," has a new book—"OFF MY TOES!" At all bookstores.

CAR HUNGRY BUT BARGAIN BATTY? If you want a spanking new car, but not just any ordinary car, and must do it with a flattened wallet, here's your chance to own a NEW 1961 Morris 1000 Sedan or an Austin/Morris 850 Sedan for just $995. Savings of $684 and $410. Hurry to J.S. Inskip, Inc., 304 East 64th Street, NYC. TEmpleton 8-6100.

"PHOTOGRAPHY WITHOUT FEAR," a hilarious yet practical cartoon booklet teaches the joys of automatic photography. Send 25¢ to Agfa, Inc., 516 West 34th Street, New York 1, N.Y.

RECORDERS (FLUTES) KUENG SWISS Import. Dolmetsch. Purcell, $5, $7.50 up! Student Special, Corelli $3.95; Recorder Music, Methods, Guitar Music. Free catalogue, 8-1-C, HARGAIL, 157 West 57th Street, NYC.

DON'T EMBARRASS ME with new ideas, my mind's made up! O.K.—But if you've outgrown orthodoxy, American Humanist Association welcomes you! Send $1 for three month trial membership, or $5 for year: American Humanist Association, Dept. SR3, Yellow Springs, Ohio.

CATS FOR ADOPTION. All sizes, all colors. Free. WAtkins 4-8493 NYC.

DOUBLE DEERSKIN MOCCASINS, casuals, slippers. New catalogue free. 30 styles. Or see The Cottage Crafts Shop, Rutland, Vermont.

"POEMS OF PESSIMISM," "The New Materialism," "Poems of People," "Poems of Pain," "Threnody," 25¢ each, $1 complete. Ed Stillman, Box 705, Hallandale, Florida.

BRITISH SHOES FOR GENTLEMEN at a fraction of their American retail prices! $10.95 includes duty and import charges. Delivery in ten days from receipt of order. Money-back guarantee. Write for free illustrated catalogue. Steven Williams, Sr., Ltd., 40 Chatham Road, Short Hills, New Jersey.

REPAIRERS OF THE IRREPARABLE. Restoring China, Glass, Silver, Ivory, Tortoise Shell, etc., Lamps mounted. Hess Repairs, 168 East 33rd St., NYC 16.

OLD LETTERS WANTED. Authors, statesmen, scientists, military leaders, musicians, etc. Correspondence or single items bought and sold. Established 1887. Catalogue on request. Walter R. Benjamin Autographs, 18 East 77th Street, NYC 21. REgent 4-3902.

CRABTREE MOVERS, LTD. Prompt, efficient, courteous. Moving, packing, storage. GRamercy 5-2421 NYC.

INTERESTED IN MONEY? Have something interesting, humorous to discuss on TV? Call Miss Garrett, YUkon 6-3535 NYC before 6 P.M. weekdays.

TUTOR—Must be college graduate with knowledge of child study to tutor normal 8-year old girl. Necessitates living full time in private home in Ohio. Good salary, supplemental benefits, private room and maintenance. Travel U.S.A. and abroad with family. Write giving qualifications to Box T-759.

LADY, 25, B.S., seeks challenging position in France, Switzerland. Research background, experienced traveler, U.S.A. Box T-824.

MODERN MATH, M.A. '61, University California—wants to teach. Prefers a metropolitan area, anywhere. Box T-731.

WANTED: Translating work, scientific German into English. Experienced translator. E. Lanzl, 411 Douglas, Park Forest, Illinois.

TWO NURSES desire position caring for elderly couple. Available September 15th. Box T-799.

YOUR GLOBAL ADVENTURE. Largest journal of actual permanent positions for teachers, administrators, students, librarians, scientists, etc. NOT just a list—includes specific U.S. and foreign positions open NOW. Send $1.00 for current issue. Yearly subscription $5 (10 issues). Brochure, "Overseas Opportunities in Government Schools," 50¢ or FREE with yearly subscription. Advancement Institute, 171 North 9th Street, Brooklyn 11, N.Y. Money-back guarantee.

PERSONALS

OPERA IN ST. LOUIS. August Opera Festival, Washington University. August 18th-19th, Tales of Hoffmann; August 25th-26th, Cosi Fan Tutte; September 1st-2nd, Rigoletto. Additional information, MIssion 5-1230.

CULTURED PEOPLE buy more imported and sports cars. Cultured imported and sports cars require cultured accessories. For the best for least write GGreg Accessories, 125-R Lincoln Highway, Fairless Hills, Pennsylvania.

WRITER, 25, A.B., wants work—physical, mental steady. TAlmadge 9-4706, NYC. Box T-851.

A WEEK ON YOUR OWN IN MEXICO—Self-conducted bus, trolley tours. Send $1.00. Donlon Havener Director, Mexico City Center of Bilingual Studies San Luis Potosi 154, Mexico, D.F.

HARVARD GRADUATE, 25, seeks fare-defraying employment en route to Europe. Box T-846.

ARMY OFFICER nearing retirement seeks executive or sales position with art museum or gallery. Box T-843.

GREETING CARDS for the articulate. 80 cards with headings only: "Congratulations," "Happy Birthday," etc. Monogrammed. $4. R. E. Gunther, Princeton Junction, N.J.

PIANO CONNOISSEURS—Stieff baby grand, superb tone, action. $650. North Jersey. Box T-837.

DISENCHANTED young man, 31, seeks meaningful work: Manhattan. Literate. Modest salary. Box T-840.

HARPSICHORD, in kit form for home workshop assembly, $150. Write for brochure. Zuckermann Harpsichords, 115 Christopher Street, NYC.

SUCCESSFUL BOOK AUTHOR available for editing or teaching. Box T-845.

YOUNG ENGLISHWOMAN, four years teaching experience, graduate B.A. (Honors) English, London University, Music Diploma, fluent Italian, seeks tutoring post in family, Pennsylvania, beginning October-November. Box T-832.

FRENCH GIRL FRIDAY interested journalism for French publications. Excellent knowledge French language, shorthand-typing required. Full details background. NYC. Box T-855.

OLD-MAID SCHOOLTEACHER, aged 22, needs housing Portchester area. Box T-834.

WANTED: Intaglio Press for graphic prints in usable or reparable condition. Box T-852.

LIBRARIAN — Six years experience, Philosophy undergrad major. Interesting, useful work main consideration. Box T-854.

EMPLOYMENT OPPORTUNITIES

ASSISTANT to dormitory director, girls' college preparatory school in midwestern city. Good home salary. Administrative responsibility in near future possible. Ages 35 to 45 preferred. Mother with high school daughter can be considered. Culture intelligence, understanding of young people. Box T-148.

THRIVING LIBRARY in volatile Connecticut exurb 50 miles from Manhattan needs first-rate, creative chief of circulation. Three years experience required, professional degree desirable. Box T-828.

TEACHERS, SUBURBS. $5,000 to $10,500. September, public secondary positions in nearby attractive, suburban communities. Free registration. Write NOW. City Suburb Teachers Agency, 545 Fifth Avenue, New York City.

SUPERIOR High School English teacher in beautiful, historical New England rural community. Masters with 5 years experience. Light teaching load with responsibility for curriculum revision and coordination. Salary open. Superintendent of Schools, (JOrdan 7-5464), Litchfield, Connecticut.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

HOUSES AVAILABLE

For Sale

ERMONT COUNTRY PLACES—Lake. Mountain and eadow; build, remodel, or move in. Ray Holway, ealtor. Rutland, Vermont.

50 MILES NYC. 5 acres, 12 rooms, bath, furnace, rniture. Attached barn. Altitude. Lake nearby. 3,000. Box T-857.

EW, PRIVACY, near turnpike. 3 bedrooms, funconal interior, 3 built-in bookcases—stocked with ne furniture (optional). 65 Senkow Avenue, Groton, onnecticut.

OODSTOCK, N. Y. Spacious estate, 120 acres. 6 edrooms, 4½ baths, ¼ mile private entrance. olf course nearby. Suitable private club. $65,000 ith reasonable amount down. Owner willing discuss rms. Box 131, Woodstock. Phone ORiole 9-6435 enings.

UXURIOUS SPLIT LEVEL country home on hillside re. Magnificent view. $31,500. 20 acres more ailable. Dr. McEachen, Route 2, Box 2030, condido, California.

VEN LARGE, comfortable rooms, porches. $4,500. ssent, Little River, S. C.

ESTCHESTER: Secluded hilltop Colonial. Hour from C. Acreage. Low taxes. Asking $26,500, $2,000 sh. Brochure. Box T-856.

For Rent—Furnished

LAND HIDEAWAY. Small villa on castle grounds. agnificent seclusion. Son Vida, Mallorca. Box T-814.

AKO, HAWAII. Kona side ocean retreat. $1,000 arly. Box T-833.

HOUSES WANTED

ANT TO RENT September 6th-30th house with good and piano. Secluded, preferably near salt water, st Coast. Box T-838.

APARTMENTS FOR RENT

Furnished

W ORLEANS—Historic French Quarter building. nter season. Box T-747.

ROOM AVAILABLE

ILTURED WOMAN share apartment near Lincoln nter. $80 monthly. ENdicott 2-0723 NYC evenings.

OFFICE SPACE WANTED

TERARY AGENT seeks office space in East Fifties. ill share quarters with established firm. Box T-849.

PROPERTY FOR SALE

ORTHERN VERMONT—Tree farmers offer incidentally quired houses, mountain and lake view land, mber tracts for recreation and investment. From to 1,000 acres in Vermont's Northeast Kingdom $10 per acre and up. Near proposed thruways. *r brochure write Box T-584.*

VACATIONS

EEN SHADOWS INN, OLD LYME, Connecticut. pen all year.

OTEL PLAYA MAZATLAN, directly on beautiful beach, opical setting. Excellent international cuisine, best Mexico. Special summer rates. Mazatlan, Sinaloa, exico.

ICTURE-BOOK VILLAGE off beaten path. Relaxing storic Inn. Small-town events. Pool, 5 acres ounds, brook. Folder. The Tavern, Grafton, Vermont.

IMMER LINGERS LONGER on romantic Nantucket land, a vacation paradise 30 miles at sea. September gives you swimming in 70 degree water, shing, your favorite sports . . . peaceful oldorld charm, interesting historic areas, low pollen unt. Modern inns, guest houses. Excellent restaurants. Free illustrated booklet. Nantucket information Service, Nantucket 16, Massachusetts.

VACATIONS

THE MANOR in Asheville, North Carolina, welcomes creative people. Pleasing rates, beautiful surroundings.

SAN FRANCISCO ON A BUDGET? Charming, centrally located. Hotel Beresford, 635 Sutter Street.

SUMMER ON FARMS and hotels welcoming children. Also off-beaten-track resorts. Call LOrraine 8-0700 NYC.

PISGAH FOREST INN. Always cool, log fires, friendly hosts. Trails in Natural Wilderness. Box SR433, Candler, North Carolina.

COLONIAL CHARM midst wooded Litchfield Hills. Trout stream. Casual, intimate: luscious food. Swimming pool—horses, golf, lake nearby. Country auctions, summer theatre. Lewis & Mary Fisher, Bantam, Connecticut.

TUILAUVENT—Maple Road, Brewster, New York. Telephone 9-8106. Only 50 miles from NYC, a beautifully located and secluded country place. Ideal for relaxing weekends and vacation. Comfortable rooms. French cooking. Moderate rates.

HOLIDAY HOME EXCHANGE BUREAU will arrange between reputable approved people. Write 813 Inwood Court, Grants, New Mexico.

KINAPIC LODGE, Lovell, Maine. Cabins, Lake. American-Jewish Cuisine. Sports. Water Skiing. Sightseeing, Hi-Fi. Couples, family groups: $86 and up weekly.

UNHURRIED VACATION FUN, no hectic "organized" activities, but PLENTY to do on our own grounds and nearby. A rustic lodge and cabins colony in deep woods directly on a sparkling Berkshire lake. Ideal swimming, boating, sunbathing floats. Tennis, shuffleboard, badminton, or loafing patio with Hi-Fi music under sun or stars. Barbecues, outdoor buffets, packed picnics, fireside sings, chess, scrabble. Midway Tanglewood, Pillow, Jazz Festival, summer Playhouse. Chanterwood, Box 151, Lee, Massachusetts. Brochure T.

READY TO RELAX and enjoy Summer on eastern shore of Chesapeake Bay? Land of pleasant living, 150 acre farm on water, family style meals. American plan $45.00-$52.00, $8.00-$10.00. Real estate available. Harpers, The Pasadena, Royal Oak, Maryland.

KANDAHAR LODGE, Manchester, Vermont. Beautiful vacationland in a setting of rare, natural beauty. Elevation 2,000' midst the Green Mountain National Forest. Restful, informal, sports. New heated swimming pool. Excellent food, accommodations. Folder.

SNOWBIRD MOUNTAIN LODGE, *Robbinsville, North* Carolina. Small, secluded, informal. Picturesque mountaintop location bordering Great Smokies. Folder.

BLUEBERRY HILL! Autumn scarlet! Nothing whatever to do. Lucullan food. 8 miles Breadloaf. The Mastertons, Brandon, Vermont.

WATERVILLE INN—For nearly a century a resort unchanged in its essential character. In the White Mountain National Forest. Comfortable Inn, golf course, swimming, tennis and miles of pleasant hiking trails along streams and cascades. Folder. Advance reservations requested. Waterville Valley, Campton P.O., New Hampshire.

MAINE—LAKE VIEW, mountains, too. Look, loll, fish, swim. Housekeeping cabins on Rangeley Lake. Every modern convenience. Boats, motors. Folder. Rangeley View Camps, Rangeley, Maine.

WINHALL MOUNTAIN LODGE, *an oasis of peace and* beauty in the lofty Green Mountains. Charming Alpine chalet. Panoramic view. Delightful informal atmosphere. Superb continental cuisine. Breakfast in bed. Swimming, sports. Brochure. Manchester, Vermont.

THE FALES. *Berkshires. Individual cottages—fire*places—excellent food. Williamstown, Massachusetts.

WINDY HILL, R.D. Box 160. Walden, New York. Informal, friendly. Music, books, sports, natural lake. Newburgh: JOhn 2-1232.

INTERESTING ACCOMMODATIONS, animals, food, friends, pastimes. West River Lodge, Newfane, Vermont.

FOR YOUR LATE SUMMER and Fall Vacation! Enjoy golf, swimming, sports and recreation on our 250 acre estate in lovely Pioneer Valley. Informal social events, entertainment. $12-$18 day includes delicious meals. Open all year. For color folder, reservations write A. Gordon Moody, Manager, The Northfield, East Northfield 46, Massachusetts.

VACATIONS

TIRED OF the proverbial rat race? Try Lakecrest Resort and Spa, Stanfordville, New York. Ideal informal adult vacation spot. Located on beautiful Hunn's Lake, only 90 miles from New York, deep in historic Dutchess County. Enjoy two-mile walk around wooded lake shores, swimming, boating, fishing, cycling, etc. Trips to Tanglewood, Hyde *Park and other nearby summer attractions arranged.* And for those who want to keep in trim, lose weight, or just indulge themselves, special separate OPTIONAL facilities available including massage, gym, etc. under professional supervision. Write for brochure and rates.

HIDDEN LAKE LODGE, Marlboro, Vermont. Small resort on private lake in unique woodland setting. American Plan. Phone ALpine 4-2770.

SOONER OR LATER, everyone turns up at Jeronimo's. Send for our charming brochure. The Jeronimo, Walker Valley, N. Y.

TRAVEL

NEAREST THE United Nations the nicest hotel . . . you'll agree . . . is the TUDOR. Many of your fellowguests here are from the United Nations. Quiet, comfortable, handy to shops, theatres and the *"sights." Singles from $6. Doubles from $9.* Garage. Write Hotel Tudor, 304 East 42nd Street, NYC, or Telephone Area Code 212—YUkon 6-8800.

JOIN CARIBBEAN CRUISE. 150 foot schooner sails to Bimini, Abaco, Berry Islands, Grand Bahama, Nassau. Ten days of adventure. $175. Sailing, fishing, skindiving. WINDJAMMER CRUISES, INC., P.O. Box 1051-Z, Miami Beach 39, Florida. Miami Beach phone: JEfferson 2-3407.

WHEN YOU'RE IN NEW YORK, the greatest vacation city in the world, stay at Beekman Tower Hotel and make the most of it! Magnificent views . . . delightful accommodations . . . wonderful location. Best of all, you can afford it! Enjoy cocktails in the famous Top o' the Tower Cocktail Lounge (26 stories high in the sky!) and dinner in the Turtle Bay Dining Room. Rates for single rooms with semiprivate bath as low as $6.75. Group rates available. If you're driving to New York, write BEEKMAN TOWER HOTEL, 49th Street, at First Avenue (3 Mitchell Place), New York 17, New York for SR map showing how to avoid city traffic.

TRIPS TO ISRAEL—Trips to everywhere! Call or write: Israel Express, Inc., 550 Fifth Avenue, NYC, PLaza 7-3638.

SAILING VACATIONS—*Cruise beautiful Bahamas Out* Islands (from Bimini to Nassau) aboard gleaming 96-ft. schooner CAREFREE. Help sail the ship—or relax in the sun. Great fishing and skindiving, fine food, congenial shipmates. From $175. Write or phone: Tradewinds Cruises, Ltd., P.O. Box 774-SR, Coral Gables, Florida. HIghlands 8-6136.

SAVE MONEY ON YOUR NEXT TRIP to New York. New York is inexpensive if you don't insist on running with the herd. Stay at the Hotel Paris and use our folder: "New York for Free." All rooms with bath; free swimming pool; family rates. Write to M.L. Walter, Hotel Paris, New York 25.

MEXICO. Write today for free official information letter and illustrated folders. MEXICAN GOVERNMENT TOURISM DEPARTMENT, Paseo Reforma 35, Mexico City, D.F.

AROUND THE WORLD, February 4th-April 24th, 1962. Madrid, Granada, Seville, Athens, Cairo, Luxor, New *Delhi, Agra, Benares, Madras, Colombo, Bangkok,* Angkor Wat, Hong Kong, Tokyo, Kyoto—and much more. Lectures, meetings with nationals, discussions. Write DR. HUBERT HERRING, 763 Indian Hill, Claremont, California.

GYPSY TOURS—Mexico: Barranca del Cobre—Fall, *Cost: $350. Back country and peak climbing, near* Mexico City, Holidays, Cost: $350. Also week trips—Havasu Canyon and Chiricahua Mountains of Arizona—Fall, Cost: $140. WAMPLER TRAIL TRIPS, Box 45, Berkeley 1, California.

GREENWICH VILLAGE, U.S.A. Stay at the Hotel Albert, East 10th Street and University Place, NYC. Moderate rates. Call ORegon 7-0100.

SEE ALL SOUTH AFRICA on a circle tour including ultra-modern Johannesburg, charming Pretoria, the marvelous game sanctuary of Kruger Park, Kimberley's diamond mines, lovely Cape Town, the delightful Garden Route to Port Elizabeth and Durban — all for about $25 per day! Learn how comfortably you can explore this fascinating land. Free literature from SATOUR, Dept. P, 610 Fifth Avenue, New York 20.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

An Unusual Opportunity for New Trial Members of the Angel Record Club

As a member of the Angel Record Club, you will be offered selections from Angel Records' magnificent international repertoire, including Columbia Gramophone (of England), Pathé Marconi (of France), E.M.I.'s historic HMV label, and the world famous Capitol catalog.

Choose **FOUR ALBUMS**

... pay only **99¢**

plus a small charge for postage, packing and mailing

WHEN YOU BECOME A TRIAL MEMBER OF THE ANGEL RECORD CLUB AND AGREE TO BUY AS FEW AS SIX FUTURE SELECTIONS DURING THE NEXT 12 MONTHS

702. THE SCOTS GUARDS. The Regimental Band and Massed Pipers in pulse-quickening marches, reels, strathspeys. **$4.98.**

S761. SPANISH GUITARS OF LAURINDO ALMEIDA. Ravel's Minuet and 10 other classics in stirring guitar performances. **$4.98; Stereo $5.98.**

745. Chopin: 8 MAZURKAS; 3 POLONAISES. Witold Malcuzynski at the piano in fiery renditions of 11 notable works. **$4.98.**

747. CALLAS PORTRAYS PUCCINI HEROINES. Favorite arias from operas **Manon Lescaut, Butterfly, Boheme, Turandot,** others. **$4.98.**

S738. Beethoven: PIANO CONCERTO NO. 4. Russia's famed Emil Gilels is soloist with the Philharmonia Orch. **$4.98; Stereo $5.98.**

758. SWISS MOUNTAIN MUSIC. Hear the unique Alphorn, yodeling, other vocals and instrumentals in 21 cheerful folk tunes. **$3.98.**

752. EILEEN FARRELL IN SONGS AND BALLADS. 15 pieces, best-loved and little-known, with George Trovillo on piano. **$4.98.**

S700. SOVIET ARMY CHORUS & BAND. 200 thundering male voices sing Russian folk ballads and army songs. **$4.98; Stereo $5.98.**

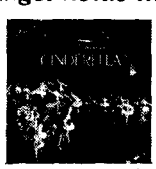
"In masterful use of reproductions, Angel holds the lead." — NEWSWEEK

S705. LOLLIPOPS, Sir Thomas Beecham conducts 8 delightful "musical sweet-meats" by Berlioz, Debussy, Mozart, others. **$4.98; Stereo $5.98.**

737. Khatchaturian: VIOLIN CONCERTO. David Oistrakh plays, the composer conducts, in a dazzling, unforgettable performance. **$4.98.**

757. GERMAN BEER-DRINKING MUSIC. A zither, vocalists and a brass band bring you frothy entertainment from Munich. **$3.98.**

S762. RUSSKAYA! Hollywood Bowl Symphony. Carmen Dragon conducting Russian music by Rimsky-Korsakov, others. **$4.98; Stereo $5.98.**



S741. Prokofiev: CINDERELLA. The ballet's enchanting music. Robert Irving conducts the Royal Philharmonic. **$4.98; Stereo $5.98.**

S731. Sibelius: SYMPHONY NO. 2. Powerfully played by the Philharmonia Orchestra, Paul Kletzki conducting. **$4.98; Stereo $5.98.**

728. WAGNER OPERA SELECTIONS. The Berlin Philharmonic plays **Tannhauser, The Flying Dutchman, Gotterdammerung.** **$4.98.**

748. SCHUBERT SONGS. Dietrich Fischer-Dieskau sings 8 charming Schubert songs, from the gay and buoyant to the deeply tragic. **$4.98.**

"Extremely high standard... colorful in sound, the surfaces perfect." — NEW YORK TIMES

USE THIS COUPON TO ORDER YOUR 4 ALBUMS!

MAIL TO: THE ANGEL RECORD CLUB— Dept. 2062, Scranton 5, Penna.

SEND ME—AT ONCE—THESE FOUR ALBUMS

All you will bill me is 99¢ plus a small charge for postage, packing and mailing.

Please accept my application for trial membership in the Angel Record Club. As a member I agree to buy six additional records during the next 12 months, from over 100 superb albums to be offered. For these albums —by the world's great artists like those whose albums are shown here with their Club price —I will pay $3.98, $4.98 or $5.98, depending on the record purchased, plus a small charge for postage, packing and mailing 7 days after I receive each album.

You will send me—FREE—each month the illustrated Angel Record Club Review (The Stylus) which pictures and describes the monthly selections and alternate selections.

Whenever I want the monthly selection I need do nothing; it will be sent to me automatically. But if I wish any of the *other* selections—or wish no record at all that month—I will notify the Club on the form always provided. I will purchase at least one record every two months.

BONUS ALBUMS will be given to me at the rate of one 12-inch album for every two that I buy, after my agreed upon six future selections. *I will select my own BONUS ALBUMS* from an up-to-date list of current best sellers.

I may cancel my membership anytime after buying six additional records. (Only one membership per household.)

NO-RISK GUARANTEE: If not delighted, I will return these FOUR ALBUMS within 7 days and my membership will be cancelled without further obligation.

☐ Check here if you own a **STEREO** record player and agree to buy your six future selections in stereo which the Club sells for $1.00 more than monaural. Then the 4 records you have chosen marked "S" will be sent to you in **STEREO** with a bill for $1.00 more (Total: $1.99). **BONUS ALBUMS** and future selections will also be in stereo. **NOTE:** Stereo records can be played only on stereo equipment.

PRINT NAME .....

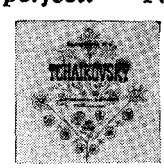
ADDRESS .....

CITY ..... ZONE .....

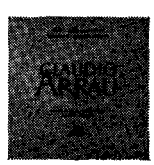
STATE .....

SEND NO MONEY. We will bill you. Slightly higher in Canada: Angel Record Club of Canada, 1184 Castlefield Ave., Toronto 19, Ont. If you wish to join through an ANGEL RECORD DEALER authorized to solicit club subscriptions, write his name and address in margin. SR-8

S754. THREE RHAPSODIES. The Vienna Philharmonic under Silvestri plays rhapsodies by Liszt, Ravel, Enesco. **$4.98; Stereo $5.98.**



S734. Tchaikovsky: SYMPHONY NO. 4. A superb performance by Constantin Silvestri and the Philharmonia Orch. **$4.98; Stereo $5.98.**



739. Grieg: PIANO CONCERTO; Schumann: PIANO CONCERTO. Brilliantly played by Claudio Arrau and the Philharmonia Orch. **$4.98.**

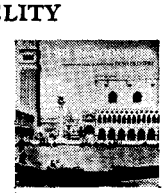
S733 Prokofiev: SYMPHONY NO. 5. A stunning rendition of a heroic work by Thomas Schippers with Philharmonic Orch. **$4.98; Stereo $5.98.**

"Faultless sound" — HIGH FIDELITY

756. MUSIC ON THE DESERT ROAD. The haunting sounds and music of the East—14 pieces recorded on a journey from Turkey to India. **$4.98.**

759. PIAF. 12 ballads in the poignant style of France's greatest torch singer, with Robert Chauvigny's orchestra. **$3.98.**

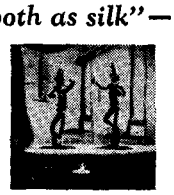
730. BRAHMS: SYMPHONY NO. 4. His final symphony, played by the Philharmonia Orchestra, conducted by Herbert Von Karajan. **$4.98.**



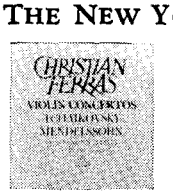
760. TWO IN A GONDOLA. Dino Oliveri conducts Venetian music aglitter with romantic violins and mandolins. **$3.98.**

"As smooth as silk" — THE NEW YORKER

743. Stravinsky: PETROUCHKA. The complete score of the famous ballet. Efrem Kurtz conducts the Philharmonia Orchestra. **$4.98.**



725. SORCERER'S APPRENTICE; LA VALSE; Suite from THE THREE CORNERED HAT; "CLASSICAL" SYMPHONY. 4 exciting great works. **$4.98.**



S740. Tchaikovsky: VIOLIN CONCERTO; Mendelssohn: VIOLIN CONCERTO. Christian Ferras with the Philharmonia Orch. **$4.98; Stereo $5.98.**

S753. VIENNESE DANCES #2. The Philharmonia under Vienna-born Henry Krips plays 6 scintillating waltzes. **$4.98; Stereo $5.98.**

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

KINGSLEY DOUBLE-CROSTIC NO. 1430

Reg. U.S. Patent Office

By Doris Nash Wortman

DEFINITIONS	WORDS
A. Sordidness; smallmindedness; stinginess.	84 10 166 157 133 57 177 200
B. Those who welcome anything with applause.	186 140 204 43 53 3 67 152 91 61 196
C. Make an affirmative declaration of abandonment.	38 174 76 149 138 90 27 176
D. Technical expertness plus accumulated practical skill (comp.)	170 198 163 69 190 2 46
E. Carries on business.	127 141 97 15 55 30 100 119 134
F. Affliction fairly rare nowadays, thanks to the widespread use of the typewriter (2 wds.)	66 41 37 178 203 195 139 165 58 79 85 159
G. Condition of giving forth hollow resonance.	124 131 115 93 103 13 105 25 182 164 77 81 45
H. State of the "bold seer" whom the Lady of Shalott resembled as she "did look to Camelot" (3 wds.).	142 21 34 52 130 145 26 111 14
I. The non-swimmer student in a certain English school (3 wds.).	64 16 80 40 89 106 122 23 183 191 144 75 98
J. Scribes.	154 168 86 110 42 158 137 162 151 35
K. Craft of Don Walsh and Jacques Piccard (not yet in WNI; earlier sp.).	18 169 22 153 65 199 33 121 24 59 44

DEFINITIONS	WORDS
L. Compound reciprocal pronoun in an oblique case, esp. after a preposition (2 wds.).	126 187 171 109 104 156 172 205 94 20
M. Describing the female counterpart of a sloven.	74 9 71 31 36 4 161 125 48 147
N. What the superstitious try not to see through spectacles or over the left shoulder (3 wds.).	92 128 123 113 6 11 135 51 101 54
O. The alloy composed of measured amounts of tin, zinc, lead, and copper (2 wds.).	7 120 50 82 107 108 129 189 112 49
P. In Lord Lyttelton's famous "Epigram" he who "e'er loved the brightest fair" (3 wds.).	117 197 155 32 56 47 114 173 19 179 17 70 184 143 12
Q. Those who move along slavishly as directed (comp.; from a parade step).	175 39 188 99 202 88 72 160 193 5 60 95 1
R. Contravention of accepted correct behavior; use of a word or phrase contrary to good usage.	87 78 8 185 83 201 150 73 194 28 68
S. Pertaining to the thermometric scale invented circa 1730.	192 62 136 116 148 29 180
T. Soldier armed with a pike.	102 63 146 118 181 96 132 167

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second Edition.

		1 Q	2 D	3 B	4 M		5 Q	6 N	7 O	8 R	9 M	10 A		11 N	12 P	13 G	14 H
	15 E	16 I	17 P		18 K	19 P	20 L	21 H		22 K	23 I		24 K	25 G	26 H	27 C	28 R
29 S	30 E	31 M	32 P		33 K	34 H	35 J	36 M	—	37 F	38 C	39 Q	40 I		41 F	42 J	43 B
44 K	45 G		46 D	47 P	48 M	49 O		50 O	51 N	52 H		53 B	54 N	55 E	56 P	57 A	58 F
	59 K	60 Q	61 B	62 S		63 T	64 I	65 K	66 F	67 B	68 R		69 D	70 P	71 M	72 Q	
73 R	74 M		75 I	76 C	77 G		78 R	79 F	80 I	81 G		82 O	83 R	84 A	85 F	86 J	
87 R	88 Q		89 I	90 C	91 B	92 N	93 G	94 L	95 Q		96 T	97 E	98 I	99 Q		100 E	101 N
102 T	103 G	104 L		105 G	106 I	107 O		108 O	109 L	110 J		111 H	112 O	113 N	114 P		115 G
116 S	117 P	118 T	119 E	120 O	121 K	122 I	123 N		124 G	125 M	126 L	127 E	128 N	129 O	130 H		131 G
132 T	133 A	134 E		135 N	136 S	137 J	138 C	139 F	140 B	141 E	142 H	143 P	144 I		145 H	146 T	147 M
	148 S	149 C	150 R	151 J		152 B	153 K	154 J	155 P		156 L	157 A	158 J		159 F	160 Q	161 M
162 J	163 D	164 G		165 F	166 A	167 T		168 J	169 K	170 D	171 L		172 L	173 P	174 C		175 Q
176 C	177 A	178 F	179 P	180 S	181 T	182 G		183 I	184 P	185 R		186 B	187 L	188 Q	189 O	190 D	191 I
192 S		193 Q	194 R	195 F	196 B	197 P	198 D	199 K		200 A	201 R	202 Q	203 F	204 B	205 L		

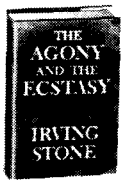
Solution of last week's Double-Crostic will be found on page 8 of this issue.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

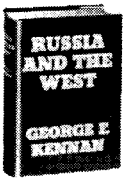
TO DEMONSTRATE IN A SHORT TRIAL THE ADVANTAGES OF MEMBERSHIP IN THE BOOK-OF-THE-MONTH CLUB...

Any Three of these books for $1 each

—IF YOU AGREE TO BUY THREE ADDITIONAL BOOKS WITHIN A YEAR . . . AT THE MEMBERS' PRICES, WHICH AVERAGE 20% BELOW THE REGULAR RETAIL PRICES



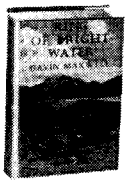
455. THE AGONY AND THE ECSTASY *by* IRVING STONE (Retail price $5.95)



466. RUSSIA AND THE WEST UNDER LENIN AND STALIN *by* GEO. F. KENNAN (Retail price $5.75)

435. TO KILL A MOCKINGBIRD *by* HARPER LEE (Retail price $3.95)

454. THE LAST OF THE JUST *by* ANDRE SCHWARZ-BART (Retail price $4.95)



457. RING OF BRIGHT WATER *by* GAVIN MAXWELL Illus. (Ret. price $5)

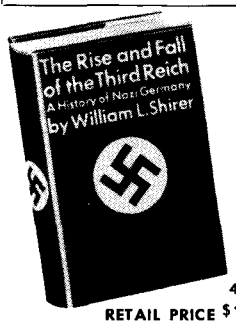
452. CHINA COURT *by* RUMER GODDEN (Retail price $4.50)

451. A BURNT-OUT CASE *by* GRAHAM GREENE. (Retail price $3.95)

458. JAPANESE INN *by* OLIVER STATLER. Illustrated. (Retail price $6.50)

186. HAWAII *by* JAMES A. MICHENER. (Retail price $6.95)

ESPECIALLY RECOMMENDED



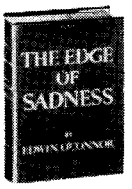
431
RETAIL PRICE $10

"One of the most spectacular stories ever told" —JOHN GUNTHER

"Should be required reading" —JAMES THURBER

"One of the most important works of history of our time" —ORVILLE PRESCOTT *New York Times*

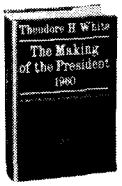
104. ADVISE AND CONSENT *by* ALLEN DRURY (Retail price $5.75)



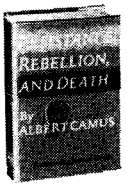
463. THE EDGE OF SADNESS *by* EDWIN O'CONNOR. (Retail price $5)

450. FATE IS THE HUNTER *by* ERNEST K. GANN. (Retail price $6)

465. PROFILES IN COURAGE *by* JOHN F. KENNEDY. (Retail price $3.95)



467. THE MAKING OF THE PRESIDENT —1960 *by* THEODORE H. WHITE (Retail price $6.95)

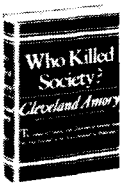


459. RESISTANCE, REBELLION, AND DEATH *by* ALBERT CAMUS. (Retail price $4)

462. THE SECRET OF THE KINGDOM *by* MIKA WALTARI (Retail price $4.95)

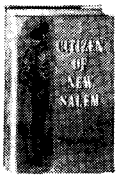
434. THE DEVIL'S ADVOCATE *by* MORRIS L. WEST (Retail price $3.95)

442. THE WHITE NILE *by* ALAN MOOREHEAD. Illustrated. (Retail price $5.95)



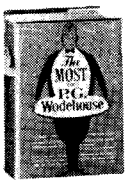
449. WHO KILLED SOCIETY? *by* CLEVELAND AMORY. Illustrated. (Retail price $6.50)

409. THE AFFAIR *by* C. P. SNOW. (Retail price $4.50)



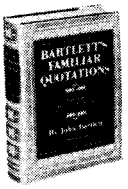
461. CITIZEN OF NEW SALEM *by* PAUL HORGAN. Illustrated. (Retail price $3.75)

151. IDEAL MARRIAGE: ITS PHYSIOLOGY AND TECHNIQUE *by* TH. H. VAN DE VELDE, M.D. Illustrated. (Retail price $7.50)



472. THE MOST OF P.G. WODEHOUSE *by* P.G. WODEHOUSE (Retail price $6.50)

420. THE POLITICS OF UPHEAVAL *by* ARTHUR M. SCHLESINGER, JR. Vol. III of *The Age of Roosevelt.* (Retail price $6.95)



152. BARTLETT'S FAMILIAR QUOTATIONS. 13th edition. (Retail price $10)

GOOD SENSE FOR EVERY READING FAMILY

THE purpose of this suggested trial membership is to demonstrate two things *by your own experience*: first, that you can really keep yourself from missing, through oversight or overbusyness, books you fully intend to read; second, the advantages of the Club's Book-Dividend system, through which members regularly receive valuable library volumes—either without charge or at a small fraction of their price—simply by buying books they would buy anyway. The offer described here really represents "advance" Book-Dividends earned by the purchase of the three books you engage to buy later from the Club.

✶ **The three books you choose** from those pictured on this page will be sent to you immediately, and you will be billed one dollar for each volume (plus a small charge for postage and handling).

✶ **If you continue after this trial membership,** with every second Book-of-the-Month Club choice you buy you will receive, without charge, a valuable Book-Dividend averaging more than $7 in retail value. Since the inauguration of this profit-sharing plan, $255,000,000 worth of books (retail value) has been earned and received by members as Book-Dividends.

BOOK-OF-THE-MONTH CLUB, Inc. A258
345 Hudson Street, New York 14, N. Y.

Please enroll me as a member of the Book-of-the-Month Club* and send the three books whose numbers I have indicated in boxes below, billing me $3.00 (plus postage and handling). I agree to purchase at least three additional monthly Selections—or alternates—during the first year I am a member. I have the right to cancel my membership any time after buying three Club choices (in addition to those included in this introductory offer). The price will never be more than the publisher's price, and frequently less. After my third purchase, if I continue, I am to receive a Book-Dividend* with every second Selection—or alternate—I buy. (A small charge is added to cover postage and mailing expenses.) **PLEASE NOTE:** A Double Selection—or a set of books offered to members at a special combined price—is counted as a *single book* in reckoning Book-Dividend credit and in fulfilling the membership obligation to buy three Club choices.

INDICATE BY NUMBER IN BOXES BELOW THE THREE BOOKS YOU WANT

☐ ☐ ☐

MR. }
MRS. } .....
MISS } (PLEASE PRINT PLAINLY)

Address.....

City.....*Zone*.....*State*.....

Selections and alternates for Canadian members are priced slightly higher, are shipped from Toronto *duty free*, and may be paid for in either U.S. or Canadian currency.

**Trademark Reg. U. S. Pat. Off. and in Canada*

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED